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**ST. CLOUD  
STATE TEACHERS  
COLLEGE**

**1955**

**ST. CLOUD, MINNESOTA**



# ST. CLOUD STATE TEACHERS COLLEGE BULLETIN



87th Annual Catalog  
1955 - 1956

This College is a member of the American Council on Education, the North Central Association of Colleges and Secondary Schools, and the American Association of Colleges for Teacher Education.

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VOLUME XI

JANUARY 1955

NUMBER 2

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The following regulations governing late registration, late start in classes, and late payment of fees are here announced by the Administration of the college. The regulations become effective with the beginning of the spring quarter on March 7, 1955.

1. The college calendar establishes the date of registration and the start of classes.
2. Registration after this date is considered to be "late".
3. Registration may not be made, during the academic year, after 15 calendar days from the official opening of the college; during the summer session, after 8 calendar days. The college opens officially with the day of registration.
4. In blocked courses, such as evening, Saturday and off-campus courses, registration must be completed before the third meeting of the class.
5. A charge of \$3.00 will be levied against each student who pays fees later than 24 hours after the official beginning of classes. Special arrangements are made for off-campus students.
6. Students must begin attending classes at the next class meeting after registering.
7. Students who make changes in registered schedules on the 4th day or later after the official closing of registration (4:00 P. M. of the day set aside for registration will be assessed a penalty of \$1.00. No changes in registered schedules will be permitted beyond 7 days after the official closing of registration (Saturday and Sunday excepted).

In the summer session, no change in registered schedule will be permitted after the first week.

# COLLEGE CALENDAR

1955-1956

## SUMMER SESSIONS

1955

Registration, First Session.....	Monday, June 13, 1955
Classwork begins.....	Tuesday, June 14, 1955
Sessions ends.....	Friday, July 15, 1955
Registration, Second Session.....	Saturday, July 16, 1955
Classwork begins.....	Monday, July 18, 1955
Session ends.....	Friday, August 19, 1955

## FALL QUARTER

New Student Week for Freshmen.....	1:00 P.M. Tuesday, September 6, 1955
Transfer Students report.....	1:00 P.M. Thursday, September 8, 1955
Registration of Student Teachers.....	Friday, September 9, 1955
Registration of all Students.....	Monday, September 12, 1955
Registration continued.....	Tuesday, September 13, 1955
Class work begins.....	1:10 P.M. Tuesday, September 13, 1955
Thanksgiving vacation begins.....	12:00 P.M. Wednesday, November 23, 1955
Class work resumes.....	Monday, November 28, 1955
Classes close.....	Thursday, December 1, 1955
Quarter ends.....	Saturday, December 3, 1955

## WINTER QUARTER

Registration.....	Monday, December 5, 1955
Class work begins.....	Tuesday, December 6, 1955
Christmas vacation begins.....	3:00 P.M. Friday, December 16, 1955
Class work resumed.....	Tuesday, January 3, 1956
Classes close.....	Thursday, March 1, 1956
Quarter ends.....	Saturday, March 3, 1956

## SPRING QUARTER

Registration.....	Monday, March 5, 1956
Class work begins.....	Tuesday, March 6, 1956
Easter vacation begins.....	3:00 P.M. Wednesday, March 28, 1956
Class work resumed.....	Wednesday, April 4, 1956
Classes close.....	Thursday, May 31, 1956
Quarter ends.....	Saturday, June 2, 1956

## SUMMER SESSIONS

1956

Registration, First Session.....	Monday, June 11, 1956
Classwork begins.....	Tuesday, June 12, 1956
Session ends.....	Friday, July 13, 1956
Registration, Second Session.....	Saturday, July 14, 1956
Classwork begins.....	Monday, July 16, 1956
Session ends.....	Friday, August 17, 1956

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# . . . FOREWORD

*This catalog is published annually as an authoritative guide to the organization of the college, its educational philosophy, its practices and regulations, and its instructional program. It gives the necessary details on admission requirements, academic regulations, tuition and other expenses. It describes the various curriculums of the college, and divisional programs, and the specific course offerings in each division. It provides information on student organizations and activities, and on the many student personnel services. The faculty list gives the education and experience background of all members of the instructional staff.*

*All of this information is important and pertinent. Students and staff members should be thoroughly familiar with it from beginning to end and prospective students should read it carefully. However, it would be well for the prospective student to remember that any college catalog is primarily a record book. The true personality of a college is a living, dynamic thing because it is made up of people. The college exists in human relationships, in the day to day pattern of students and faculty members working out problems together. The web of relationships that makes up the true college dates all the way back to the origin of the institution, to everything that has been said or written by former faculty members or students that has helped develop the traditions and standards and the spirit that creates the atmosphere of the college as it exists today.*

*St. Cloud State Teachers College is proud of the friendly spirit that is a hallmark of the campus atmosphere. Faculty members work together in a spirit of cooperation and genuine friendship. New students catch the atmosphere quickly and have little trouble getting into the swing of things. Most important of all is the traditional relationship at St. Cloud between faculty and students, an easy informality coupled with mutual respect, a willingness by faculty members to give time to each student as an individual. These relationships and their impact on growth and development are important aspects of this college. They can not be communicated adequately through the pages of a book.*

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## STATE TEACHERS COLLEGE BOARD

Howard Williams, Mankato.....	<i>President</i>
Wilbur W. Holes, St. Cloud.....	<i>Resident Director</i>
S. J. Kryzsko, Winona.....	<i>Resident Director</i>
O. B. Rusness, Moorhead.....	<i>Resident Director</i>
T. D. Duggan, Bemidji.....	<i>Resident Director</i>
Helen Conway, St. Paul.....	<i>Director</i>
J. John Halverson, Albert Lea.....	<i>Director</i>
Mrs. Carl Bjorklund, Hopkins.....	<i>Director</i>
D. M. Schweickhard, State Commissioner of Education, St. Paul.....	<i>Member Ex-Officio</i>

## ORGANIZATION OF THE COLLEGE

### ADMINISTRATIVE STAFF

George F. Budd.....	<i>President</i>
Herbert A. Clugston.....	<i>Dean of Academic Administration</i>
William Cotton.....	<i>Co-ordinator of Professional Education Curriculum</i>
Marvin Holmgren.....	<i>Co-ordinator of Graduate Studies</i>
Mary Lilleskov.....	<i>Registrar</i>
Victor Lohmann.....	<i>Psycho-Educational Clinic</i>
Stanley Sahlstrom.....	<i>Administrative Assistant to President</i>
Mrs. Mary Scharf.....	<i>Dean of Women</i>
Alvin Schelske.....	<i>Principal of Riverview School</i>
John J. Weismann.....	<i>Dean of Men</i>
Robert G. Zumwinkle.....	<i>Director of Student Personnel</i>

### BUSINESS OFFICE STAFF

Milton Balgaard.....	<i>Business Manager</i>
Marie Hennen.....	<i>Accountant</i>
Mrs. Josephine Hanlon.....	<i>Cashier</i>
Mrs. Bernice Strack.....	<i>Bookstore Manager</i>
Mrs. Ruth Knevel.....	<i>Cafeteria Manager</i>

### DORMITORY DIRECTORS

Irene Helgen.....	<i>Lawrence Hall</i>
Mrs. Anne Stai.....	<i>Shoemaker Hall</i>
Alvina Bergstrom.....	<i>Brainard Hall</i>

### LIBRARY STAFF

Edith Grannis.....	<i>Librarian</i>
Mamie Martin.....	<i>Associate Librarian</i>
Mrs. Sue Moss.....	<i>Children's Librarian</i>
Laura Roehning.....	<i>Reference Librarian</i>

### BUREAUS OF THE COLLEGE

Bureau of Special Services.....	Floyd Perkins, Director
Bureau of Personnel Service.....	Robert Zumwinkle, Director
Bureau of Research.....	Marvin Holmgren, Director
Bureau of Resources.....	John Weismann, Director
Psycho-Educational Clinic.....	Victor Lohmann, Director

## INSTRUCTIONAL DIVISIONS

Arts and Music.....	Ray Larson, Chairman
Business.....	Clair Daggett, Chairman
Education, Philosophy, and Psychology.....	Frank Slobetz, Chairman
Health and Physical Education.....	Albert Brainard, Chairman
Language and Literature.....	Thearle Barnhart, Chairman
Mathematics and Science.....	Clifford Bemis, Chairman
Riverview School.....	Alvin Schelske, Chairman
Social Studies.....	Herbert Lohrman, Chairman

## GRADUATE COUNCIL

Marvin Holmgren.....	Co-ordinator of Graduate Studies	
Rowland Anderson	Rachel Bodoh	James Harris

## COLLEGE ADVISERS

Junior College Counselors.....Robert Zumwinkle, Chairman

Mr. Ahlquist	Mr. Dillingham	Mr. Partch
Mr. R. Anderson	Mr. Folkerts	Mr. L. Peterson
Mr. Archer	Mr. Gerdes	Miss Serum
Miss Banta	Mr. Goehring	Miss Smith
Mr. Barker	Mr. Hanson	Mr. Vandell
Mr. Berg	Mr. Harris	Mr. VanNostrand
Mr. Brown	Mr. Kasper	Mr. Wick
Miss Budge	Miss Maier	Miss V. Williams
Mr. Burdette	Miss McKee	Mr. Yates
Mrs. Colomy	Miss Morse	Mr. Youngner
Miss Dale		

## Provisional Elementary Advisers

Mrs. Bodoh	Mr. Edelfelt	Mr. Perry
Miss Dunn	Mr. Menninga	Miss B. Williams

## Major Advisers

Art—Miss Penning	Industrial Arts—Mr. Larson
Business—Mr. Daggett, Mr. Nash, Miss Whitford	Junior High School—Mr. Schelske
Education, Philosophy, Psychology—Mr. Cotton, Mr. Gilbert, Mr. Lohmann, Mr. Slobetz	Mathematics—Mr. Bemis
English—Mr. Wormhoudt	Music—Mr. Waugh
Foreign Language—Miss Banta	Physical Education—Mr. Brainard, Miss Case
Geography—Miss Larson	Recreation—Mr. Lohrman
History—Mr. Cochrane	Science—Mr. Mentzer, Mr. Nelson
	Social Science—Mr. Jerde, Mr. Riggs
	Speech—Mr. Pedersen

## Pre-Professional Advisers

Agriculture.....	Mr. Partch	Law.....	Mr. Lohrman
Business.....	Mr. Nash	Library.....	Miss Budge
Dentistry.....	Mr. Skewes	Medicine.....	Mr. Skewes
Engineering.....	Mr. Bemis	Medical Technology.....	Mr. Skewes
Forestry.....	Mr. Partch	Nursing.....	Mr. Skewes
Home Economics.....	Mr. Goehring	Pharmacy.....	Mr. Barker
Journalism.....	Mr. Donnelly	Social Work.....	Mr. Lohrman

## COMMITTEES OF THE FACULTY

<b>Art Advisory</b> .....	Miss Penning, Chairman
Mr. Mentzer, Mr. Rawland.....	Term expires, 1957
Mr. Aubol, Miss Penning.....	Term expires, 1956
Miss Banta.....	Term expires, 1955
<b>Audio-Visual</b> .....	Miss Morse, Chairman
Mr. Kasper, Mr. Meinz, Mr. Mitchell, Mr. Nash, Mr. Perry, Mr. Rawland, Mr. Smith, Mr. Budd, Mr. Balgaard.	
<b>Curriculum</b> .....	Mr. Larson, Chairman
Mr. Barker, Mr. Larson, Miss Moscrip.....	Term expires, 1957
Miss Dale, Mr. Goehring, Mr. Schelske.....	Term expires, 1956
Mr. Cotton, Miss McKee, Mr. Riggs.....	Term expires, 1955
Mr. Budd, Mr. Clugston, Miss Lilleskov	
<b>Faculty Council</b> .....	Mr. Bemis, Chairman
Mr. Bemis, Mrs. Bodoh, Miss Petersen.....	Term expires, 1957
Mr. Archer, Mr. Menninga, Mr. Nelson.....	Term expires, 1956
Mr. Harris, Miss Morse, Mr. Waugh.....	Term expires, 1955
Mr. Budd, Mr. Clugston, Miss Lilleskov, Mr. Zumwinkle	
<b>Health Service</b> .....	Mr. Weismann, Chairman
Miss Astrup, Miss Barker, Mr. Brainard, Miss Case, Mrs. Scharf	
<b>Intercollegiate Athletics</b> .....	Mr. Rawland, Chairman
Mr. Rawland.....	Term expires, 1957
Mr. Nash.....	Term expires, 1956
Mr. Day.....	Term expires, 1955
Mr. Colletti, Mr. Brainard, Mr. Gerdes, Mr. Kasper, Mr. Luymes, Mr. Brown, Mr. Cotton, Miss Curran.	
<b>Library</b> .....	Miss Penning, Chairman
Mr. Ahlquist, Mr. Cochrane, Miss Williams.....	Term expires, 1957
Mrs. Crawford, Miss Martin, Miss Smith.....	Term expires, 1956
Miss Whitford, Mr. Colletti, Miss Penning.....	Term expires, 1955
<b>Student Activities</b> .....	Mr. Zumwinkle, Chairman
Mr. Daggett, Chairman.....	Student Publications
Mr. Brainard, Chairman.....	Athletics
Mrs. Scharf, Mr. Weismann, Chairmen.....	Student Organizations
Mr. Zumwinkle, Chairman.....	Social Activities
Mr. Harris, Chairman.....	Lectures
Mr. Waugh, Chairman.....	Music
Mr. Balgaard.....	Business Manager
Mr. Budd	



# GENERAL INFORMATION

## HISTORY

The institution which is now St. Cloud State Teachers College first opened its doors as the Third State Normal School in September 1869. The first building was the old Stearns House, a hotel which was purchased by the State Legislature for \$3,000 and was remodeled for use as a school. Classrooms for the Normal School were on the first floor, classrooms for the "Model School" were on the second floor, and a girls' dormitory was on the third. The original faculty consisted of Principal Ira Moore and four assistants; the student body included 42 young women and 11 young men. In the 85 years since this modest beginning, the school has developed into a college of established reputation with a physical plant valued roughly at eight and a half million dollars and a faculty of 111 members.

This development from normal school to college follows closely the pattern of development of similar state institutions throughout the country. Until 1898 the St. Cloud Normal School was essentially a secondary school with a few students of college grade. From 1898 on, the Normal School began offering a full junior college curriculum, and in 1914 the high school phase of the program was dropped. In 1921 the college was authorized by the State Legislature to adopt its present name, St. Cloud State Teachers College, and in 1925 it was authorized to grant the four-year degree, Bachelor of Education. The name of this degree was changed to Bachelor of Science in 1940. The latest major milestone in college development was the authorization by the 1953 State Legislature to grant the graduate degree, Master of Science in Education.

Although the college remains primarily a teacher preparing institution, authorization was given in 1946 to grant the Bachelor of Arts degree to students completing a four-year general education course. Following the same pattern, a two-year Associate in Arts degree in general or pre-professional education was authorized in 1948. An Associate in Education degree is still granted for those who wish to teach before completing four years of college work, but the State Department of Education is now in the process of gradually raising its standards of certification. A student entering college now must complete three years, or nine quarter hours of work, to receive a Provisional Elementary certificate. By 1960 the minimum requirement for certification will be four years.

St. Cloud State Teachers College is a member of the American Council on Education, the American Association of Colleges for Teacher Education, and the North Central Association of Colleges and Secondary Schools. An AACTE accrediting team visited the campus in the Fall of 1953, made an intensive examination of all phases of the college program, and turned in a highly favorable report.

## LOCATION

The college is located in the city of St. Cloud, which has a population of about 30,000. St. Cloud is on the transcontinental lines of the Great Northern and the Northern Pacific Railways. Branch lines also pass through the city. Bus lines furnish hourly transportation to Minneapolis and St. Paul and buses run at frequent intervals from St. Cloud to most of the larger cities and towns of Central Minnesota.

## PHILOSOPHY OF THE COLLEGE

*The following statement of philosophy was drawn up by the college faculty for use as the introductory statement of the college constitution adopted in February 1951.*

A democratic society depends for its success upon the ability of education to create an enlightened electorate and a wise leadership. Widely disseminated and purposeful public education is essential in any society in which every citizen has a voice in government. Education, if it is to be effective, must provide for every member of its society capable of receiving it a respectable body of accumulated human knowledge and the skills and opportunities for using it to his profit and to the advantage of many; it must create situations favorable to the development of discriminating judgment; it must encourage self-development and self-realization; it must furnish the impulse toward wider understanding and sympathy; it must instill an attitude of personal responsibility. The college, recognizing the individual needs, interests, and abilities of its students, offers a variety of curriculums designed to meet such differences and to prepare the graduate for his future opportunities and obligations. The following curriculums of the college are the means by which this philosophy of education is realized:

### I. General Education Curriculum

The General Education Curriculum, offered for all students, provides opportunities for acquiring the knowledge, understanding, and appreciation basic to intellectual and social maturity. The specific objectives of General Education are:

1. To provide information, theory, and skill pertinent to liberal education.
2. To encourage the development of creative thinking and discerning judgments and to stimulate intellectual curiosity.
3. To foster the growth of ideas leading to wholesome and productive citizenship.
4. To develop the ability to communicate effectively.
5. To encourage the development of sound mental, moral, and physical health.

### II. Teacher Education Curriculums

A primary function of the college is the improvement of the quality of education and the preparation of better teachers for the schools of the state of Minnesota:

1. By increasing understanding of the child as a growing, developing personality.
2. By increasing knowledge and understanding of those subject areas in which they will eventually teach.
3. By providing knowledge of and skills in handling the tools of education.
4. By fostering the development of a philosophy of education.
5. By developing wholesome attitudes toward the ethics of the teaching profession.

## ST. CLOUD, MINNESOTA

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6. By facilitating the use of research in all fields which will affect professional and personal life.
7. By encouraging the development of leadership qualities.

### III. Other Professional Curriculums

Related courses of study are offered in certain other professional fields to provide adequate backgrounds of general knowledge and specific skills. The specific objectives of these curriculums are:

1. To provide information concerning the status of various occupations and to encourage an appreciation of the services they offer to society.
2. To foster the development of occupational and professional competence.

### IV. Liberal Arts Curriculum

The Liberal Arts Curriculums amplify the objectives of the General Education Curriculum, providing extended opportunities for acquiring desirable knowledge, attitudes, experiences, and skills. Within the major and minor sequences which are offered in many fields, the student has opportunities for general study or for specialization leading to numerous vocational pursuits and to effective living. The curriculums are especially suitable for:

1. The student who has not yet chosen his profession.
2. The student who after graduation will engage in those pursuits which do not require a more specific vocational education, and
3. The student who plans advanced study in graduate school.

### V. Pre-Professional Curriculums

The courses of study in the Pre-Professional Curriculums are designed and arranged to provide the necessary background of knowledge and skills preparatory to technical and professional education in other colleges and universities.

## BUILDINGS AND GROUNDS

**Stewart Hall.** This modern \$1,500,000 building with its distinctive marble entrance has been the center of college activities ever since its completion seven years ago. Containing more than 200 classrooms and offices, the building also houses laboratories, lounges, museums, music rooms, a post office, a book store, a cafeteria, industrial arts shops, a well-equipped stage, and a modern auditorium seating 1,200. The building was named for Warren H. Stewart, St. Cloud attorney who was Resident Director of the college from 1938 to 1948 and president of the State Teachers College Board from 1941 until his resignation as Resident Director.

**Kiehle Library.** The college library is a masterpiece of planning to provide the best possible combination of beauty, comfort and utility. Maximum use has been made of its site on the bank of the Mississippi River. Picture windows nearly twenty feet long and seven feet high look out over the river on each of the three floors. Special features of the library are an unusually attractive Rec-



## STATE TEACHERS COLLEGE

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reational Reading Room, conference and small study rooms, a Curriculum Laboratory, a listening room with three additional individual listening booths, and a screened outdoor reading room.

An important section is the Audio-Visual Center located at the north end of the lowest floor. It includes two classrooms with complete audio-visual facilities, a central office and a photographic dark room.

The library is named after David L. Kiehle, the second president of the college and a pioneer in Minnesota's educational progress.

**Children's Library.** A rich collection of first-choice books for boys and girls of all ages is housed in the old library building. Pupils of the laboratory school use this library. Supervisors, student teachers and college students find it an indispensable resource in their preparation of classroom lessons.

**Riverview School.** This is the campus laboratory school which provides professional experience for teachers. Students observe master teachers at work and participate in teaching under their skilled supervision. It is an elementary and junior high school.

**Eastman Hall.** The Physical Education building has one large gymnasium providing a standard basketball floor and seating space for 1,500, two smaller gymnasiums, a tiled swimming pool, dressing rooms, classrooms and offices. It is named in honor of Alvah Eastman, a former resident director.

**Music Studio.** This small building, south of Eastman Hall, is used for individual lessons in voice, piano and violin. Practice rooms are provided for vocal and instrumental students.

**Lawrence Hall.** This red brick residence hall for freshman women is located along the river between Stewart Hall and Kiehle Library. It accommodates 130 students.

**Shoemaker Hall.** This dignified-looking women's dormitory is located on the highest point of the campus, on the crest of a long, sloping hill overlooking the Tenth Street Bridge across the Mississippi River. It is the traditional residence hall for upperclass women.

**Carol Hall.** Originally one of the most distinguished private residences of the city, Carol Hall was especially easy to adapt as a women's dormitory. It is located on the west side of First Avenue, just across the street from the northwest corner of the campus proper.

**Brainard Hall.** Located directly across from Selke Field, Brainard Hall will accommodate 78 men. It is a one-story, white cement block building with a large fireplace, dining room and kitchen in the center and student rooms on the north and south wings.

**Alice M. Eastman Home.** Left to the college by Alvah Eastman and named in honor of his wife, this former private residence provides living quarters for several women students. It is located on Fifth Avenue South across the street from Barden Park.

**Cafeteria.** The college cafeteria in Stewart Hall overlooks the Mississippi River, and the entire eastern wall is glass to take full advantage of the view. The cafeteria is run on a non-profit basis with prices just high enough to take care of costs. There is a large main room and a separate faculty dining room.

**Museum.** Located on the third floor of Stewart Hall, the Science department museum contains several interesting collections. There is a biological collection of mammals, birds, butterflies and insects; a geological collection of rocks, minerals and fossils; and an herbarium containing hundreds of classified specimens of plants.

**Student Lounges.** The attractively-furnished student lounges on the first and second floors of Stewart Hall are used for visiting and studying during school hours, for weekend dances, and occasionally for meetings. The second floor lounge has a television set, paid for out of student funds. Smoking is permitted in the second floor lounge.

**Talahi Lodge.** A half mile south of the college on a high knoll on the east side of the Mississippi River is Talahi Lodge, an attractive log building that has become very popular for parties and meetings. The lodge has a spacious living room, a large fire place, appropriate furnishings, and excellent kitchen facilities. Nearby are the toboggan and ski slides, outdoor fireplaces, tables and benches, and a large council ring.

**Selke Field.** The varsity athletic field, Selke Field, is located several blocks east of the college across the Tenth Street bridge. Its 18 acres include a baseball diamond, a cinder track, and a well-lighted football field. The grandstand seats 3,000. The field was named after former president George Selke.

**J. C. Brown Field.** Located directly west of Shoemaker Hall, J. C. Brown Field is used primarily for intramural sports and outdoor activity of physical education classes. The hockey rink is set up there during the winter months. The tennis courts are just across the street to the north.

**George W. Friedrich Park.** This 130 acre tract one mile east of the campus contains a picnic area, a quarry, and the college tree nurseries.

**The Islands.** The college owns an extensive group of islands in the Mississippi River one half mile south of the campus. Bridges once connected nine of the larger islands but they have been destroyed by an ice jam; plans are underway to replace them. The islands form a valuable outdoor laboratory for the study of plant and animal life in relatively undisturbed conditions.

## ACADEMIC INFORMATION

### ADMISSION PROCEDURE

Graduates of accredited high schools are admitted by the College on the presentation of an official transcript of high school credits.

Graduates of non-accredited high schools are admitted upon the successful completion of examinations administered by the College, or on the basis of state board certificates and examinations.

Any adult over 21 or any veteran regardless of age will be admitted upon certification by proper school authorities of the successful completion of the General Education Development Examination, High School Level, or upon successful completion of other approved high school equivalency examination, provided the examination was administered by an authorized agency.

#### Transfer Students

Credits averaging C or better from institutions of higher learning accredited by the American Association of Colleges for Teacher Education, the North Central Association of Colleges and Secondary Schools, or a comparable regional accrediting association are accepted so far as they fit into the curriculum which the student selects.

Students who have completed one year of High School Teacher Training work in a Minnesota high school after graduation from an accredited four-year school will be allowed 48 hours of transfer credit. No reevaluation will be made if the student has already used High School Teacher Training transfer credit in completing one of the college curriculums before May 12, 1952.

#### Time of Entrance

Students may enter at the beginning of the fall, winter, or spring quarter, or at the beginning of either summer session. Application blanks, accompanied by an official transcript of high school credits, should be on file in the Office of the Registrar several weeks before the opening of the college. The blanks may be obtained from the principal's office in any Minnesota high school or from the Registrar at St. Cloud State Teachers College. Students anticipating transfer of college credits should request the Registrar of the college attended to send an official transcript of credits directly to the Registrar of this college.

### DEGREES

The Associate in Arts degree is granted upon the successful completion of a terminal curriculum in general education or in a specialized field. Such a curriculum must include a minimum of 96 quarter hours of credit.

The Bachelor of Science degree is granted upon the successful completion of a minimum of 192 quarter hours of credit in a curriculum designed for the preparation of teachers and including courses in professional education in addition to courses in general education and in fields of specialization.

The Bachelor of Arts degree is granted upon the successful completion of a minimum of 192 quarter hours of credit in a curriculum consisting of courses in general education and in major and minor fields of concentration.

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The Master of Science in Education offers post-baccalaureate work for elementary and secondary teachers and elementary principals.

The Minnesota State Teachers Colleges may recommend for teaching certificates only those students who have earned the Bachelor of Science degree or a diploma based upon the successful completion of a teacher-education curriculum.

The general curricular pattern for either four-year degree includes 60 to 68 quarter hours in general education. When transfer students have completed two or more years of study in an accredited institution of higher learning, the college will determine if this general education requirement has been satisfied. In special cases, after evaluation by comprehensive tests or some similar means, appropriate substitution of advanced college work may be made for requirements at lower levels.

### DIPLOMAS: PROVISIONAL CURRICULUMS

Diplomas may be granted upon the completion of 96 quarter hours of credit (1) to those graduates of Minnesota High School Teacher Training Departments who completed the High School Teacher Training Department as a fifth year of work before July 1, 1950, provided the 96 quarter hour curriculum is completed before September 1, 1955, and (2) to any student who had started on the two-year elementary program in a Minnesota State Teachers College before July 1, 1950, provided the 96 quarter hour curriculum is completed before September 1, 1955.

Diplomas may be granted upon completion of 128 quarter hours of credit to those students who began a shorter elementary curriculum at a Minnesota State Teachers College before September 1, 1954, provided the 128 quarter hour curriculum is completed before March 1, 1957.

Diplomas may be granted upon completion of 144 quarter hours of credit to those students who began a shorter elementary curriculum at a Minnesota State Teachers College before September 1, 1957, provided the 144 quarter hour curriculum is completed before March 1, 1961.

Students Enrolling	Complete Course In
A. Before July 1, 1950	96 Qr. Hrs.
B. Before Sept. 1, 1952	112 Qr. Hrs.
C. Before Sept. 1, 1954	128 Qr. Hrs.
D. Before Sept. 1, 1957	144 Qr. Hrs.

Students in categories A and B must have completed courses by March 1, 1954.

Students in category C must complete by March 1, 1957.

Students in category D must complete by March 1, 1961.

### RESIDENCE REQUIREMENTS

#### DEFINITIONS

Residence credit is credit earned on the campus of St. Cloud State Teachers College.

Extension credit is credit earned in courses taken off the campus but under the direction of St. Cloud State Teachers College.

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Correspondence credit is credit earned in courses taken by correspondence through an accredited institution of higher learning.

### REGULATIONS

To be eligible for graduation from this College under a four-year curriculum, a student must have been in residence at least three quarters, and must have earned at least 45 hours of credit at this College during his last two years. Eight of these credits must be earned during the quarter immediately preceding graduation. Transfer students may be required to take at least 12 quarter hours in their major field and 8 hours in their minor field in residence. A student transferring from a Junior College must take a minimum of 96 quarter hours in addition to credits earned at the Junior College.

To be eligible for graduation from this College under a two-year curriculum, a student must have earned at least 48 quarter hours of credit at a Minnesota State Teachers College. Thirty-two hours of credit must be earned at this college with at least 16 hours of this in residence.

To be eligible for graduation under a Provisional Elementary curriculum, a student must have earned at least 45 quarter hours of credit at a Minnesota State Teachers College. Thirty-two hours of credit must be earned in residence at this college with 8 hours earned during the quarter immediately preceding graduation.

A maximum of nine quarter hours of correspondence credit may be allowed in the six or seven quarter curriculum; 12 in the eight or nine quarter curriculum; and 15 in the four-year curriculum.

Extension credit toward graduation must conform to the standards of those accrediting agencies of which the college is a member.

### SCHOLARSHIP REQUIREMENTS

#### Marking.

The work of students is marked according to the following divisions: grade A meaning excellent; B, very good; C, average; D, passing; and E, failing. Students who withdraw officially from the class previous to the mid-term period will be reported "withdrawn" (W). After the mid-term period students who are doing satisfactory work will be reported "withdrawn satisfactory" (WS). Students whose work is failing at the time of official withdrawal from class, will be reported "withdrawn unsatisfactory" (WU), providing the withdrawal occurs previous to the expiration of two-thirds of the sessions. After that time the grade "E" will be recorded. Courses not completed during the regularly scheduled period will be recorded as "Incomplete." Such "Incomplete" must be removed by students within a year in order to receive credit for the course.

#### Honor Points.

The following system of honor points is used in all courses and curriculums: A grade of A, three points per quarter hour credit; B, two points; C, one point; D, no points; E, minus one honor point for each quarter hour.

A student must have at least as many honor points as credits in the prerequisites for student teaching as well as in all the subjects taken before he is as-

signed to teaching, and as many honor points as credits before he is graduated from any curriculum.

For graduation from the teacher education curriculum students must have as many honor points as credits in student teaching.

Each student who completes a degree curriculum with an average of at least two honor points per quarter hour credit (but less than two and one-half) is graduated with "scholastic honors." Each student with an average of at least two and one-half honor points per quarter hour credit is graduated with "high scholastic honors."

#### **Deficiencies in Honor Points.**

Deficiencies in honor points are considered unsatisfactory. Any student with a deficiency of 50 per cent of honor points per quarter shall be placed on probation. A student on probation shall be continued on probation until his marks improve sufficiently to balance his deficit.

A student who remains on probation two quarters in succession shall be called before the Student Progress Committee for consideration of his academic status.

Any transfer student admitted to the college is automatically placed on probation, and the probationary regulations of this institution apply thereafter if the student was on probation at the time of his withdrawal from the previous institution attended. If the student has been refused readmission for any reason by the institution he previously attended, he is ineligible for admission to this institution, except as follows: the student may make application in writing to appear before the Student Progress Committee. He must be prepared to review for this committee his progress at the previous institution attended, and present his reasons for requesting admission to this institution. The committee will consider each case on its individual merits, and either grant or deny admission as a result thereof. The committee may stipulate the terms of admission if admission is granted. Application for appearance before the committee should be directed to the Dean of Academic Administration.

#### **APPLICATION FOR ADMISSION TO THE SENIOR COLLEGE AND FOR ADMISSION TO THE SECOND YEAR OF THE PROVISIONAL ELEMENTARY SCHOOL PROGRAM**

All students who expect to become candidates for the degree Bachelor of Arts or Bachelor of Science shall, when their completed credits equal or exceed 68 quarter hours, make application for admission to the Senior College. All students who expect to become candidates for the Provisional Elementary School Program shall, when their completed credits equal or exceed 51 quarter hours, make application for admission to the second year of this course.

On the application blank, obtained from the offices of the Dean of Women and the Dean of Men, the student shall declare his objective for further study, report the first and second year constants completed with the grades therefor, and designate his preferences as to majors and minors.



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The completed blank shall be filed with the Dean of Women or the Dean of Men within 6 weeks after completion of the number of credit hours before mentioned. The student's file shall be supplied with information concerning general personality rating, test records, speech defects, health status, and academic standing which must average "C" or higher. The application shall then be reviewed and approved by the student's counselor, his major and minor academic advisers in order.

Final disposition of the application shall be determined by a faculty committee of which the Dean of Academic Administration shall be chairman.

### STUDENT LOAD

The normal quarterly load for students is 16-18 quarter hours. Permission to carry more than this amount of load shall be granted only in exceptional cases or to those students whose cumulative honor point ratio is 2.0 or better. A student shall not be allowed to carry in excess of 20 quarter hours during any one quarter. During the summer session, the normal load is 8 quarter hours. A student shall not be allowed to carry in excess of 10 quarter hours in any one summer session.

No change in program may be made without the approval of the adviser. No credit can be allowed for work taken which does not appear on the program on file in the registrar's office.

### AUDITORS

Auditors may enroll for courses by securing the permission of the Administration and by paying the regular fee. Auditors are not permitted to take examinations for credit.

### DAILY SCHEDULE AND STUDY HOURS

School is in session five days each week. The college maintains high scholastic standards and special attention is given to the development of proper study habits. Evening study hours are observed, except during week-ends.

### WITHDRAWAL

A student who finds it necessary to leave the school before the close of a quarter should make arrangements with the Dean of Women or the Dean of Men for honorable dismissal. If it is impossible to do this before leaving, the student should write to the dean as soon as possible, explaining fully the reasons for leaving. Clearance certificates are also necessary for withdrawals at the end of the quarter.

### PENALTIES

Credits for each quarter are withheld until the student has cleared his record at the library and the business office.

### TRANSCRIPTS

The original transcript of a student's record will be mailed upon request without cost to the student. A charge of \$1.00 is made for each additional transcript. No transcript will be issued unless all obligations to the college have been paid, all credits cleared, and admission requirements met.

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### REGULATIONS GOVERNING EXTENSION COURSES

Each quarter hour of credit shall require a minimum of ten clock hours (600 minutes) of classroom work. Each additional hour of credit shall require a proportionately increased number of clock hours of classroom work.

The number of class sessions shall be regulated by the number of clock hours required for the completion of the course. The sessions shall not be abbreviated by crediting time for intermissions to the total number of clock hours.

The qualifications of faculty members offering extension work shall be equivalent to the qualifications of faculty members offering courses in the regular schedule.

Extension courses shall be included as a part of the instructional load for faculty members.

Faculty members offering extension courses during the regular year shall be compensated for travel and other necessary expenses incurred in connection with their off-campus assignment, but no additional salary shall be allowed.

The recommended minimum enrollment for extension classes given on the campus is 15, for off-campus 20. Courses may be offered for classes with smaller enrollment, provided that within a given quarter the program of such extension courses shall not be operated at a loss to the college.

Each off-campus center operated during the summer will be in session as many weeks as are required on the campus, but shall total not less than thirty days. The clock hours of class work for each credit hour shall be the same as is required on the campus—ten clock hours of class work for each quarter hour of credit.

The work done in the off-campus center shall be equal in quality and quantity to regular college work.

Teachers employed full time shall be permitted to enroll for no more than four quarter hours in Minnesota State Teachers College extension courses during any one quarter.

Extension courses offered on the campus shall be governed by the rules for extension classes, but the credit will be recorded as residence credit.

The tuition fee for both on-campus and off-campus students will be \$4.00 for each quarter hour of credit.

## GRADUATE STUDY

In recent years the college has had an increasing number of requests for opportunities to continue professional study beyond the baccalaureate degree. During the summer of 1953 a program of graduate study leading to the degree of Master of Science in Education was inaugurated. Courses at the graduate level assume, for each student, increased maturity and greater breadth and depth of intellectual interests. Consequently, much greater independence in reading and investigation is expected of students who enroll for graduate study.

### GENERAL PURPOSES

The program of graduate studies is adapted to the increased maturity, the richer background, the stronger professional motivation, and the greater range of intellectual interests which characterize post-baccalaureate students who are accepted as candidates for the advanced degree at this college. The program is planned cooperatively by learner and teacher and is rooted in the important aspects of study which find focus in the recognition and definition of a problem, gathering of data, and interpretation and application of the learning secured.

Emphasis is placed on directed reading, techniques of primary investigation, independent and constructive thinking. High standards of performance in the ability to organize and evaluate evidence and defend conclusions are required.

The purposes of graduate study at this college are:

- a. To develop to the optimum degree the professional ability of teachers who show promise of becoming superior professional workers. The program is designed to meet the needs of those who wish to continue preparation in the field of teaching by extending and augmenting their professional and cultural understandings and skills.
- b. To provide for the concentrated study of the more strictly professional phases of preparation for teaching for students whose undergraduate study did not provide for those phases.
- c. To develop appreciations, attitudes, and understandings characteristic of educated persons.
- d. To provide some preparation and experience in educational research to the end that sensitivity to change and an attitude of intelligent inquiry may be fostered.

### GENERAL FIELDS OF CONCENTRATION

The graduate program provides advanced preparation in the following general service fields:

1. Elementary school teaching
2. Elementary school administration
3. Secondary school teaching

### ADMISSION TO GRADUATE STUDY

Students who hold baccalaureate degrees from accredited institutions and who present evidence of satisfactory professional preparation at the undergraduate

level will be admitted unconditionally. Other students will be admitted conditionally with the approval of the Graduate Council.

Application for admission should be made to the Coordinator of Graduate Studies. It is recommended that such application be made as far in advance of registration as possible. A student who holds the baccalaureate degree from another college should ask the registrar of that college to forward an official transcript of his academic record to the Coordinator of Graduate Studies at the time that application for admission is made.

### **GENERAL REQUIREMENTS FOR GRADUATION**

Admission to graduate study does not imply admission to candidacy for the master's degree. Such candidacy will be determined after the student has completed part of his work and on the basis of information submitted to the Graduate Council.

A candidate for the master's degree must earn a minimum of forty-five quarter hours of credit at the graduate level. A minimum grade average of "B" is required. A student will be permitted to transfer not more than nine quarter hours of graduate credit from an accredited institution. However, until June 1955, graduates of St. Cloud State Teachers College may transfer up to fifteen quarter hours of graduate credit from an accredited institution, provided such credits were earned prior to June 1953.

All credits presented in fulfillment of the requirements for the master's degree must have been earned within seven years of the date of the awarding of the degree. Teaching experience before the awarding of the degree is regarded as highly desirable.

### **EVENING AND SATURDAY CLASSES**

St. Cloud State Teachers College offers a number of graduate courses on campus during evenings and Saturday forenoons during the regular school year. These courses may be used to satisfy Master's degree requirements. For additional information about these courses, write to the Coordinator of Graduate Studies.

### **COURSE NUMBERING SYSTEM**

Courses numbered 500-599 inclusive are courses that may be included in graduate programs. Some of these courses carry a double number. Advanced undergraduate students as well as graduate students may enroll in such courses. Courses that carry only a 500 number are for graduate students only.

Only 500 level courses will be accepted for graduate credit.

### **FOR ADDITIONAL INFORMATION**

More complete information about the graduate program will be found in the Graduate Bulletin. Requests for this bulletin and all inquiries regarding graduate study should be addressed to:

Coordinator of Graduate Studies  
State Teachers College  
St. Cloud, Minnesota

## STUDENT PERSONNEL SERVICES

### ENTERING FRESHMEN AND TRANSFER STUDENTS

Entering freshmen and all new students are urged to come to the campus for a personal interview during the summer months. It is advisable to write for an appointment in advance. The student should contact the Director of Student Personnel, the Dean of Women, or the Dean of Men, Room 110, Stewart Hall.

### FRESHMAN WEEK—FRESHMAN CAMP

Entering freshmen will meet in the auditorium, Stewart Hall, Tuesday, September 6, at 1:00 p. m. Scheduled physical examinations and psychological testing will begin immediately. On Thursday, September 8, all freshmen will be transported by bus to the camp grounds, for a two day freshman camp. The camp is staffed by faculty and upper class counselors. The program includes orientation discussion, camp fires, talent shows, nature hikes, swimming, dancing, softball, archery, volley ball, crafts and the organization of freshman musical groups.

Return to campus will be made on Saturday, September 10. Registration for all freshmen will be held Monday, September 12, beginning at 8:00 a. m. in Stewart Hall.

### TRANSFER STUDENTS

All transfer students will meet in Stewart Hall Auditorium on Thursday, September 8, at 1:00 p. m. Scheduled physical examinations and psychological testing will begin immediately. The orientation program for transfer students will extend through Friday, September 9. Registration will be held Monday, September 12, beginning at 8:00 a. m. in Stewart Hall.

### VETERANS' BENEFITS

The College has been approved for training veterans from World War II and the Korean affair under Public Laws 16, 346, 550 and 894. Veterans should apply for benefits early so that approval will be confirmed before the veteran enrolls. Application may be made at any veterans service office or with the Dean of Men, 110, Stewart Hall.

The Dean of Men is the veterans' consultant on the campus. All Certificates of Eligibility and Entitlement are processed in his office, 110. He is in a position to help veterans with housing, subsistence, credits, loans, and other problems.

## LIVING ARRANGEMENTS

### RESIDENCE HALLS—WOMEN

The college has four modern residence halls for women: Shoemaker Hall for upper-class women, Lawrence Hall, Carol Hall, and the Eastman Home for freshmen and selected upperclass counselors. These halls provide spacious lounges, recreation

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rooms, student laundries, kitchenettes, and sewing rooms. The social, educational, and cultural advantages derived from living in this environment are of great value. Many social functions for the students and faculty take place in these halls.

**Lawrence Hall and Shoemaker Hall** student rooms are equipped with two closets, two single beds with air-spring mattresses, pillows, bedspreads, bed linens, blankets, study tables, dresser, I.E.S. lamps, curtains, rugs, and chairs. Towels and dresser scarfs are not furnished. An additional lamp may be provided by the student (if desired) without extra charge for electricity.

**Carol Hall**, once one of the outstanding private homes of the area, provides sleeping and study rooms for thirty young women. The first floor includes the living room and study rooms. The second and third floors are used only for sleeping quarters. The rooms are equipped with closets, double bunks, mattresses, pillows, bed linens, blankets, tables, lamps, dressers, curtains and chairs. Towels and dresser scarfs are not furnished. Students living at Carol Hall board at Lawrence Hall.

**The Alice M. Eastman Home** is a residence hall which accommodates eleven freshman girls. The home is attractively equipped and entirely furnished, the women having to supply only towels and dresser scarfs.

### RESIDENCE HALL—MEN

**Brainard Hall** will accommodate seventy-eight men. Each student room is equipped with closet space, two single beds, pillows, bed linens, blankets, study tables, chest of drawers, study lamps, curtains, rug and chairs. Towels and dresser scarfs are not furnished. Comfortable lounges, recreation rooms, a study hall and a laundry area are available for hall residents.

### RESIDENCE HALL—ADMISSIONS INFORMATION

Application for rooms with an accompanying deposit of \$5.00 should be addressed to the Dean of Women or Dean of Men. Please state a definite period for reservations, i.e., summer sessions (First, Second or both), or regular college year. Checks should be made payable to the State Teachers College. Five cents for exchange should be added to personal checks. Postal money orders are accepted without discount.

Reservations for the fall quarter may be cancelled with refund of the \$5.00 deposit fee up to August 15, 1955. Freshmen and new students must claim their rooms by 5:30 p. m. on Tuesday, September 6, unless the house director of each residence hall has been notified of late arrival. Rooms must be claimed by upperclassmen Tuesday, September 13, 4:00 P.M.

Preference in choice of rooms is given in the order of application and subject to the approval of the house director. Students who wish to reserve a room in any of the halls are urged to make reservations at as early a date as possible.

The residence halls are closed to students during the Thanksgiving, Christmas, and Easter vacation periods. If necessary, special arrangements for living quarters during these vacation periods can be made with the college deans.

All students from outside the city are expected to live in the college residence halls in so far as accommodations are available. Students who, because of delay in re-



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serving a room or for any other reason, find it necessary to live in privately-owned student houses, must make application to the Dean of Women or the Dean of Men. Lists of student homes which meet the standards required may be obtained in the offices of the Deans. The residence halls will be open to freshmen and upperclass counselors of the 1955 fall quarter any time after noon September 6. The first meal will be served Tuesday evening, September 6.

All business transactions such as paying for board and room are made with the college cashier at Stewart Hall.

The charge for board and room at all residence halls is \$155.00 per quarter.

All bills for board and room must be paid in advance by the quarter or by the month. No discount is made for absences. *Rooms in the residence halls are not reserved for less time than a college year except to those who graduate during the year.*

### ACCOMMODATIONS IN PRIVATE HOMES FOR MEN AND WOMEN

The college has approved homes near the campus where students may obtain either board and room or do light housekeeping. An approval card displayed in the window of these homes will identify them. The standard equipment in these living quarters includes: adequate closet space, dresser, study table and lamp, chairs, bed, bed linen, blanket, bedspread, wastebasket, rug and curtains. Towels and dresser scarfs are not furnished. The light housekeeping facilities provide storage space for food, a kitchen equipped with stove, sink, cupboards, refrigerator, table, chairs, and dishes.

The housemothers maintain a pleasant and comfortable environment for the college students who come into their homes. Social occasions are planned and each home is a unit organized to provide experiences for the enrichment and development of each student. The cost of room varies from \$3.50 to \$5.00 per week per student. This charge includes the use of light, gas, heat and water, as well as the furnishings stated above.

It is understood that rooms in private homes are rented for the full quarter, unless other arrangements are especially made in advance with the housemother.

The best social, mental, and physical conditions prevail when student's living quarters are not crowded.

Students are not permitted to change rooming or boarding places without permission from the college authorities. Those who wish to live with friends or relatives must secure permission from the Deans.

It is understood that college men and women are not allowed to room in the same house. Exception is permitted only when living arrangements provide separate entrances and living quarters.

### VETERANS' HOUSING

The College maintains 48 housing units, located at Selke Field. Each unit consists of living room, two bedrooms, kitchen and bath.

Married veterans may apply to the Dean of Men for Housing. Veterans with dependent children will be given preference over those without children. The date of application is also considered in making housing assignments. A five dollar deposit must accompany the application.

## COST OF ATTENDANCE

**Deposit Fee**—Each student is required to deposit \$3.00 at time of registration to cover breakage, loss of books, library fines, keys, locks, etc. If the student incurs any charges of this type, deduction will be made from the deposit fee. Any balance will be refunded at the end of the year.

**Gymnasium Fee**—A charge of \$1.00 per quarter or \$3.00 for the school year is made for towel service. (Clean towels are furnished daily.) The student is required to pay the full amount the first quarter he enrolls in a Physical Education Class. Gymnasium suits and shoes should not be purchased until after conference with the instructor. The approximate cost of a suit is \$5.00.

**Locker Service**—Each registered student is entitled to the free use of a steel locker.

**Books**—Textbooks may be purchased in the textbook library.

**Student Activity Fee**—A quarterly fee of \$10.00 is charged each student. This covers (1) tickets of admission to lectures, concerts, and plays of the evening convocation series, (2) college plays, (3) athletic contests, (4) college health service, (5) the college paper, (6) the college directory, (7) all college social and recreational activities, (8) Talahi Lodge.

The major cost of the college yearbook, *Talahi*, is covered by the student activity fund, but an additional fee of \$2 is required of each student who purchases a yearbook.

**Tuition**—Tuition for students residing in Minnesota is \$30.00 per quarter. For non-residents the charge is \$35.00 per quarter. Payment of tuition is required as part of the registration.

## SUMMARY OF EXPENSES

Board and room per quarter for 12 weeks, Residence Halls.....	\$155.00
Deposit fee.....	3.00
Gymnasium fee.....	1.00
Student Activity fee, per quarter.....	10.00
Tuition, per quarter.....	30.00
<b>Total</b> .....	<b>\$199.00</b>

## Special Fees—

Freshman Camp fee.....	\$ 10.00
*Lessons in Orchestral Instruments, per quarter.....	15.00
Lessons in organ, per quarter.....	20.00
*Lessons in Piano, per quarter.....	15.00
*Lessons in Voice, per quarter.....	15.00
Certificate fee.....	1.00
Life membership, Alumni Association.....	3.00

Fees are payable in advance at the beginning of each quarter.

\*No fees charged music majors and minors for required credits.

## STUDENT FINANCIAL AID

### EMPLOYMENT SERVICE

There are many opportunities for students who desire part time work in return for room and board or financial remuneration. Applications for these positions should be made to the Dean of Men or the Dean of Women during August if placement is requested at the beginning of the fall quarter. Students may ask the assistance of the deans in locating work any time during the college year. The college is interested in helping all deserving students who find it necessary to earn part of their expenses. Students who are employed while attending college are required to adjust the college load to their time and ability.

### SCHOLARSHIPS AND AWARDS

**Clarence L. Atwood Scholarship.** In 1930 Mrs. Mary E. Atwood, through a generous provision in her will, bequeathed the sum of five thousand dollars to the college. This fund is known as the Clarence L. Atwood Scholarship Fund, so named in memory of her husband, who for many years served as resident director of the college. Two scholarships of \$100.00 each are granted each year to students who have high scholastic ability, show a high potential of social and civic leadership, and need financial support. Prospective students, as well as students presently enrolled at the college, are eligible to apply for the scholarship.

**Alpha Psi Omega Scholarships.** The Honorary Dramatics Fraternity, Alpha Psi Omega, offers \$250 scholarships to two high school seniors who have applied and have demonstrated their abilities in the annual speech festival held at St. Cloud Teachers College. In order to make application, the high school senior must have completed a one-semester course in speech at the high school level and must have been active in co-curricular speech activities. Only one senior may make application from each high school. The scholarships are intended for those who need financial assistance without which the student would find it virtually impossible to pursue a college education.

**Kathrine Kimball Eastman Memorial Award.** The college was the recipient of a generous gift in 1933. Mr. and Mrs. Alvah Eastman presented through the Minerva Literary Society, a United States Bond of one thousand dollars. This is designated in memory of their daughter, a former Minerva, as the Kathrine Kimball Eastman Memorial Fund. The income from the bonds is used annually to help two college students selected for character, scholarship and citizenship.

**Alice M. Eastman Scholarship Award.** In 1935, Mr. Alvah Eastman presented the college with a thousand dollars to be known as the Alice M. Eastman Scholarship Fund. In 1936, Mr. Eastman added another thousand dollars to this fund. The income is used to aid college students of merit selected by the college staff.

**Stephen H. Somsen Scholarship Award.** This scholarship was established in 1936 through a bequest by Stephen H. Somsen who was for many years a member of the State Teachers College Board.

**Zonta Club Scholarship.** The Zonta Club of the St. Cloud Area is a classified women's service organization which provides two scholarships to be awarded each year to an outstanding and deserving senior girl from the Technical High School

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and from Cathedral High School. The Scholarship Committee of the St. Cloud State Teachers College selects the students to receive these scholarships which cover tuition and activity fees for one year.

**Lee Axell Memorial Scholarship.** In 1952, Lambda Chi Beta, men's fraternity, established a scholarship in memory of Lee Axell, a Lambda Chi Beta member who drowned during summer vacation. The scholarship is for the first quarter of the sophomore year, and it is presented to a Freshman who has done outstanding work.

### STUDENT LOAN FUNDS

**Student Loan Fund.** A group of public spirited citizens of St. Cloud contributed seventy dollars in 1890 to begin the first Student Loan Fund at the college. This has been added to in various ways by many people since that time until the several funds at present total approximately ten thousand dollars. Students and alumni are largely to be credited with the establishment of the W. A. Shoemaker, the Isabel Lawrence, the Elspa Dopp, the Carrie E. Minich, and the Beulah Douglas Memorial Funds.

**The Twentieth Century Club Loan Fund.** For a long period of time the Twentieth Century Club of St. Cloud has contributed fifty dollars yearly to the college. This amount is added to the Student Loan Fund in the name of the student selected annually as the best college citizen.

**Alumni Association Loan Fund.** This fund is open to entering freshmen who may be in need of assistance at the beginning of their college work, such assistance to be granted on a basis of merit and need. Applications should be placed with the Deans.

**A. W. S. Scholarship Loan.** In 1943, the Associated Women Students established a scholarship loan for the purpose of financially aiding a worthy freshman girl. Character, high school academic record, need, and general ability are considered in the selection of the student to receive this loan.

### ADMISSION AND RECORDS OFFICE

Information regarding admission and records may be secured in the Registrar's office, Room 109, Stewart Hall. See "Admissions."

### DEAN OF ACADEMIC ADMINISTRATION

The office of the Dean of Academic Administration cooperates with the Junior College Counselors and Academic Advisers in assisting students with such problems as: adjustment of class load, adjustment of class schedule, faculty-student relationships, academic progress, special problems of admission and attendance, and registration. All matters pertaining to the academic program of the college are cleared through this office.

### THE DEAN OF WOMEN AND THE DEAN OF MEN

The Deans cooperate in the administration of the student academic and personnel program. It is their responsibility to provide the services necessary in the coordinated program concerned with the total development of the students.

Within the offices of the Deans the following services are rendered: permanent cumulative personnel records; consultants for the college service organizations and military service; training of selected upperclass students to act as counselors for new students; assistance in the administration of the co-curriculum program of the college; housing of students in the college residence halls and in off-campus approved private homes; loans, and part-time employment.

## HEALTH SERVICE

The Health Service provides:

1. Physical examination for all new and transfer students and all candidates for graduation.
2. Control of communicable diseases.
  - a. Mobile Unit chest X-ray, Mantoux and Schick tests, serology test, and immunization for Diphtheria.
  - b. Special service in case of illness.
    - (1) All students who are ill should report to the Health Service immediately on the first day of illness. If special care is needed, the nurse will make a home call.
    - (2) After the illness, to assure the student and student body that recovery is complete, the student must be readmitted through the Health Service before returning to his first class.
3. Laboratory services such as urinalysis and hemoglobin if necessary.
4. Consultation and advisory service concerning individual health problems.
5. Health education materials.
6. A physician in attendance, one hour daily—Monday through Friday—for consultation, diagnosis, and treatment.
7. Hospital and medical care only when recommended in advance by authorized personnel.
  - a. Hospitalization for acute illness at three days per illness per quarter not to exceed \$7.00 per day for room and board.
  - b. Payment of costs up to \$20.00 for medical and surgical care due to injuries incurred in regularly scheduled college activities.
  - c. Medical and surgical care for students injured while participating in inter-collegiate athletic events.
  - d. One physician's office call or home call per illness per quarter, if recommended by authorized personnel.

The Health Service staff includes one full-time public health nurse, one full time secretary, two part-time physicians, and two part-time student laboratory assistants. Medical care and first aid are provided under the direction of the physicians.

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### HEALTH COUNCIL

The Health Council is the advisory and policy-making committee that formulates policies for the operation of the health center. It consists of five faculty members appointed by the president and an equal number of students appointed by the student council president.

### PLACEMENT SERVICE

The Placement Service obtains accurate information concerning the character, personality, preparation, aptitudes, and experience of graduates of St. Cloud State Teachers College. Information is collected concerning graduates and is kept in a permanent, confidential file. The Service advises students as to techniques of job application and informs them of vacancies. It submits in confidence to employing officials or to other institutional placement bureaus, data concerning candidates and assists graduates in obtaining suitable positions. This service is available to all graduates of the college.

### PSYCHO-EDUCATIONAL CLINIC

The Psycho-Educational Clinic is operated primarily to serve four needs. The first is to diagnose psychological and educational difficulties of elementary and high school children in the area, and to suggest remedial programs to be followed. The second is to furnish a laboratory situation for students engaged in learning diagnostic and remedial procedures in reading, counseling, speech, hearing, and other areas. The third is to engage in correcting difficulties that elementary high school, and college students are found to have in reading, personality, speech, hearing and other areas.

School children will be admitted upon the referral of school authorities, while pre-school children may be referred by parents, social workers, or other interested individuals. No charge is made for services rendered.

The fourth purpose of the Clinic is to assist college students in making educational, vocational, personal, or social adjustments through individual interviews or counseling conferences. A complete psychological test library is maintained, and tests in the areas of mental ability, interests, personality, special aptitudes and achievement are frequently used to assist in the counseling process. An educational, vocational, and personal information library is also provided.

### STUDENT ADVISORY SYSTEM

New students should see the Director of Student Personnel Services, Office 110, Stewart Hall, for assignment to advisers.

### JUNIOR COLLEGE COUNSELORS

All four year degree students are regarded upon entry as general education students and assigned to Junior College counselors. These counselors assist students in all phases of adjustment to college life; academic, social and personal. Students remain with them three or four quarters and then apply for transfer to major advisers.



## STATE TEACHERS COLLEGE

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### PROVISIONAL ELEMENTARY COUNSELORS

Freshmen students on the Provisional Elementary Curriculum are assigned to Provisional Elementary Counselors who serve the same function as do the Junior College Counselors. After three quarters, they apply for transfer to Provisional Elementary Advisers.

### PRE-PROFESSIONAL ADVISERS

Those students who plan to take a one, two, or three year course in preparation for entry into a professional school are assigned to Pre-Professional Advisers who aid them in their program planning as well as personal and social problems.

### MAJOR ADVISERS

In each department of the college, one or more staff members are designated as Major Advisers. These advisers assist students desiring to major or minor in their departments with their program planning, personal and social problems, vocational problems, and preparation for graduation.

### PROVISIONAL ELEMENTARY ADVISERS

These advisers serve much the same function as the Major Advisers.

### ADVISERS TO GRADUATE STUDENTS

These advisers are appointed with the approval of the appropriate division chairman, to assist graduate students who continue their advanced study in the adviser's department or division. In addition to assisting students with program planning, each of these advisers serves as the chairman of the Final Evaluation Conference held with each of his advisees. Advisers to graduate students must be members of the Graduate Faculty.

## STUDENT ACTIVITIES

### THE EVENING CONVOCATION SERIES

The evening convocation series each year brings to the campus a variety of entertainment furnished by nationally recognized artists representing music, dance, drama, and lecture. There is usually one such evening program each month throughout the year. Recently such attractions have included the Minneapolis Symphonette, Frankel-Ryder Dance Duo, Grant Johannesen, Duke Ellington, The Comic Opera Players, Julien Bryan, Albert Dekker and many others. The activity ticket admits students and faculty to the programs.

### SOCIAL ACTIVITIES

The social program is planned by a committee composed of ten faculty members and ten students. It offers a wide variety of activities to meet the varied interests of the student body.

The program is planned quarter by quarter with a sub-division of the whole committee in charge of administering it each term. The different student organizations on the campus sponsor the events and a group of faculty members are assisting hosts and hostesses.

### INTERCOLLEGIATE ATHLETICS

The Athletic Department is under the general supervision of the Intercollegiate Athletic Committee, and under the immediate supervision of the Director of

## ST. CLOUD, MINNESOTA

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**Sports.** The College is a member of the Minnesota-Wisconsin Conference, and the Minnesota State College Conference. It is committed to tolerate only clean and wholesome activities and to promote good sportsmanship among contestants and spectators. The College is represented by intercollegiate teams in football, basketball, wrestling, track, baseball, tennis, hockey, and golf, and over a period of years it has made an excellent record in intercollegiate competition. Large squads are encouraged so that a maximum number of students may enjoy the benefits from intercollegiate competition. In addition to the varsity squad, freshman squads are maintained and trained in the major sports.

### INTRAMURAL SPORTS

The aim of the Intramural Program is to offer every student and faculty member opportunity to participate in some wholesome leisure time athletic activity. Participation in intramural sports is entirely voluntary. It provides opportunities for students to increase their skills in activities with the fun of friendly competition, provides social contact with other students and develops the spirit of cooperation and fair play.

### STUDENT ORGANIZATIONS

Students are encouraged to take an intelligent and active part in a reasonable number of co-curricular activities. Each organization established on the campus has a constitution accepted by the Student Council, and two faculty members selected as consultants. Meeting time and place are regularly scheduled in the office of the Dean of Women who assists in administering the college organizations. The opportunities for participation cover a large area of interests and pleasure. A well-balanced student program chosen to supplement the academic training and to broaden the cultural experiences is invaluable for prospective teachers. Such training and enjoyment increases the value of a teacher's work in any community.

### DEPARTMENTAL CLUBS, HONORARIES, SPECIAL INTEREST GROUPS

**Arts and Letters:** Art Club, Band, Camera Craft, Choral Groups, Debate Club, English Club, Foreign Language Club, Music Club, Orchestra, Players, Poster Bureau, National Music Educators.

**Business and Science:** Academy of Science, Aero Club, Business Club, Roberts Ornithology Club.

**Health and Physical Education:** Lettermen's Club, Modern Dance Club (Women), Women's Athletic Association, Women's M and M Club, Aquatic Club, Square Dance Club, Pep Club, Ski Club, Orchestis Club.

**Religious Organizations:** Baptist Student Fellowship, Canterbury Club, Lutheran Students Association, Newman Club, St. Cloud Christian Fellowship, Wesley Foundation, Westminster Fellowship.

**Scholarship and Education:** Alpha Phi Omega (Dramatics honorary), Association of Childhood Education, Chi Sigma Chi (Industrial Arts honorary), Future Teachers of America, Kappa Delta Pi (Education honorary), Kappa Pi (Art honorary), Photozeteans (Coed honorary), Pi Omega Pi (Business honorary), Tau Kappa Alpha (Forensic honorary), Pi Delta Epsilon (Journalism honorary.)

**Social Science:** International Relations Club, Young Democrats, Young Republicans.

**Social Organizations:** Al Sirat, Lambda Chi Beta (local men's fraternities); Married Couples Club, Rangers Club, Twin Cities Club, Women's Societies (4), Yo-Hi (off-campus women).

## STUDENT GOVERNMENT

**The Student Council** is an administrative group representing the entire college community. The purposes of the Council are to coordinate student activities on the campus, to effect a centralized student government, to promote faculty-student cooperation, to provide a training opportunity in democracy and democratic procedure, to develop leadership, and to promote good citizenship.

**The Associated Women Students** includes all women in St. Cloud State Teachers College. It is designed to promote democracy, scholarship, interest, and leadership in student activities and to maintain a high social and morale standard among the women of the college. Its membership in the Inter-Collegiate Association of Women Students provides a channel for exchange of ideas, programs of activities and for direct representation in a national group.

**The Classes**, organizations of freshman, sophomore, junior, and senior students respectively, serve to promote a feeling of class spirit and to plan class projects and entertainments.

**The Inter-Religious Council** furthers the interest in the spiritual life of the college students. It acts as a referendum and coordinating agency to carry out the religious activities in which all of the various religious groups participate as a unit.

**The Inter-Society Board** considers matters of common interest to all of the women's societies. It serves as a coordinating group acting only upon the activities which are referred to it from the four societies on the campus or from other college organizations.

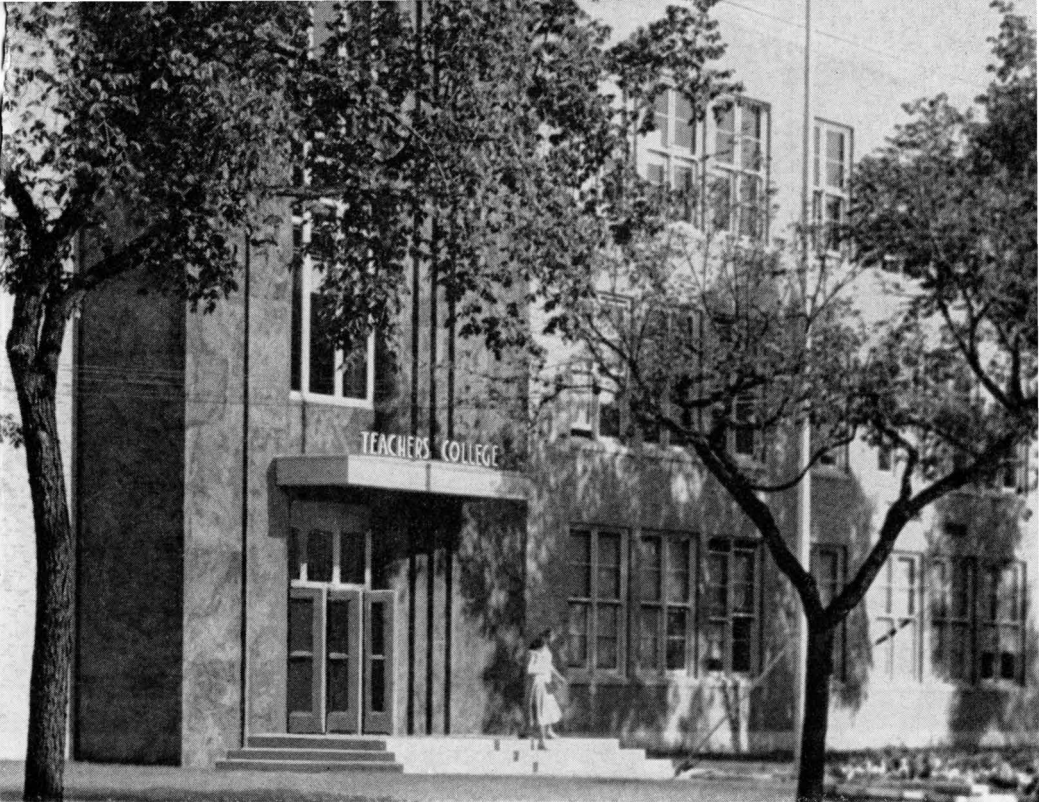
## STUDENT PUBLICATIONS

**The College Chronicle** is the weekly newspaper published by the students. Students taking news writing serve on the paper as part of their class work, but all students are eligible to try out for the staff as co-curricular activity. The Chronicle has a program of scholarships for those in key editorial positions. To cover subscription to the Chronicle, 75 cents each quarter is taken from the student activity fee.

**The Talahi** is the college yearbook published by the students. Its purpose is to record the activities of each college year and to give training to students interested in the production of yearbooks. The Talahi has a program of scholarships for those in key editorial positions.

**The Freshman Handbook**, written informally, contains information for new students.

**The College Directory** is a publication including the names, college addresses, telephone and post office numbers of students and members of the college faculty.



*Stewart Hall*

*Kiehle Library*







*Chemistry Laboratory*

*Audio-Visual Center*





*Student Teaching (Riverview)*



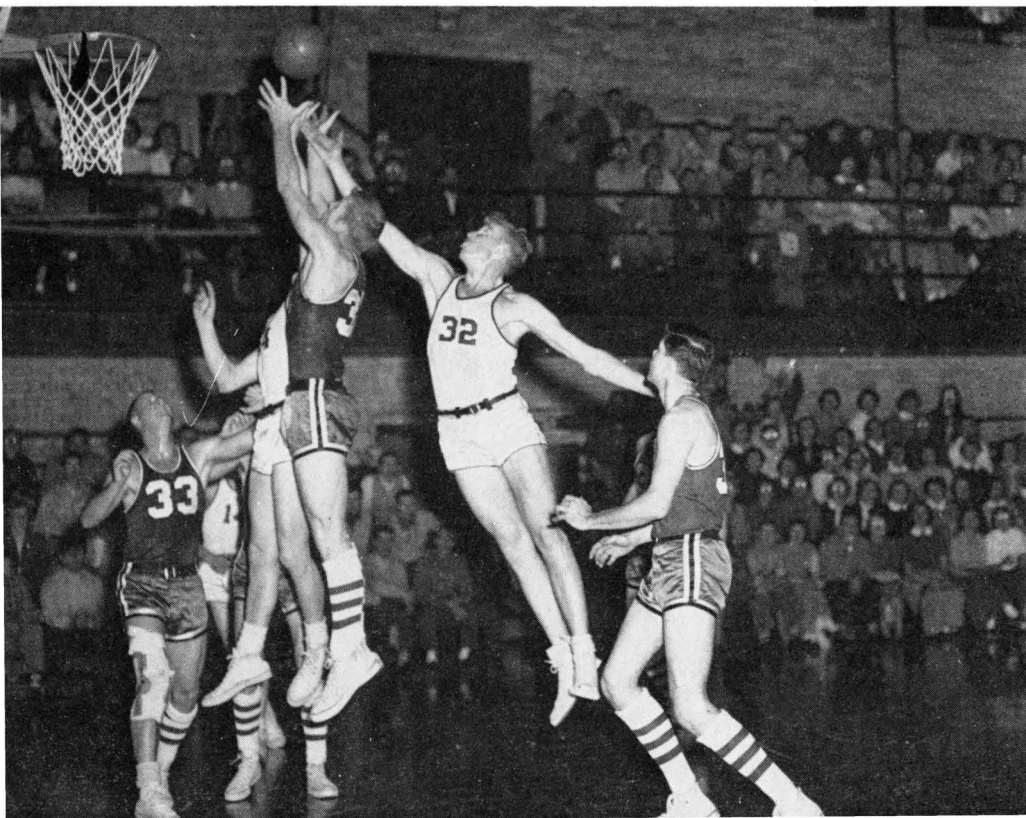
*Social Life (Lawrence Hall)*





*Summer Camp*

*Varsity Basketball*



## COURSES OF STUDY

## MASTER OF SCIENCE IN EDUCATION

The degree of Master of Science in Education is conferred on students who have satisfactorily met the requirements in one of the following fields: (1) Elementary School Teaching, (2) Elementary Principalship and School Supervision, (3) Secondary School Teaching.

Candidates for the degree must complete 45 quarter hours in the following areas:

I. Teaching Field.....	9—21 qr. hrs.
II. Professional Courses.....	9 qr. hrs. minimum
All candidates for the degree must offer 9 credits of work taken in the Professional Core, which must include three of the following courses:	
	Qr. Hrs.
Education 566 Curriculum Improvement.....	3
Education 567 Human Relations.....	3
Philosophy 559 Problems in American Education.....	3
Psychology 563 Advanced Educational Psychology.....	3
III. General Studies.....	9 qr. hrs. minimum
Communication 500 Introduction to Research.....	2
Electives.....	7

## BACHELOR OF SCIENCE

The degree of Bachelor of Science is conferred on students who complete the four-year course in teacher education. A minimum of 192 quarter hours are required for graduation.

The certificate for which the graduate is recommended to the State Department of Education will indicate the educational field for which the student has prepared.

The four-year course is organized to prepare students for the following fields of educational service, depending upon the particular curriculum selected:

1. Teaching of general high school subjects, such as English, languages, physical sciences and social sciences. Opportunity for differentiation in training for either the junior or senior high school is provided for those who wish the special preparation.
2. Teaching of special subjects such as Business Education, Industrial Arts, Fine Arts, Music, and Physical Education in the high and elementary schools.
3. Teaching in the elementary field, such as the kindergarten, the primary, intermediate or upper grades, junior high schools and rural schools.
4. Administration and Supervision in the elementary field as principal or supervisor. Students who complete this curriculum must meet the special requirements in training and experience fixed by the State Department of Education.

Certification practices for teachers in Minnesota are prescribed by the State Board of Education and administered by the State Department of Education. The college recommends graduates of its several programs for certification by the State Department of Education.

I. CONSTANTS	Qr. Hrs.
A. General Education (first and second years)	
English:	
131 Communication.....	4
132 Communication.....	4
133 Communication.....	4
300 Communication (Required of those not having a "C" average in Comm. 131, 132, 133)	

## STATE TEACHERS COLLEGE

	Qr. Hrs.
Geography 171 Regional Human.....	4
Health Education 115.....	2
History 141 The United States in the Twentieth Century.....	4
<b>*Humanities</b>	
121 Introduction to Art.....	3
122 Introduction to Literature.....	3
123 Introduction to Music.....	3
Mathematics 121 Cultural.....	4
Orientation 101 Introduction to College Life.....	1
Physical Education (4 quarters).....	4
Psychology 121 General.....	4
<b>*Science</b>	10
101 Life and Environment (4) (Elect two of the following)	
102 Transformation and Use of Materials (3)	
103 Transformation and Use of Energy (3)	
104 Human Development and Problems (3)	
105 Use of Matter and Energy (3)	
<b>*Social Sciences</b>	
101 Economic Aspect.....	3
102 Political Aspect.....	3
103 Sociological Aspect.....	3
Total.....	63

### B. Professional Education (first and second years)

Education 103 Community Experiences.....	0-4
Education 201 American Public School System.....	2
Psychology 262 Human Growth and Development.....	4
Psychology 363 Guidance of Learning Activities I.....	5

### C. Professional Education (third and fourth years)

Education 345 Diagnostic and Evaluative Procedures.....	4
Education 366 Curriculum.....	3
Teaching (in fields of concentration).....	15
Special Methods (secondary only).....	2-9

## II. FIELDS OF CONCENTRATION

### A. Elementary

The elementary field emphasizes the professional preparation for teaching in the elementary schools (rural, graded, kindergarten), and in the junior high school.

\*Need not be taken in sequence

## ST. CLOUD, MINNESOTA

### 1. Standard Elementary

Students who complete this curriculum are recommended to receive an Elementary School Advanced Certificate qualifying them to teach in any rural or graded elementary school. Qualification in this field requires completion of the following work (deviations may be approved by the adviser) in addition to the constants:

Arts and Music	Qr. Hrs.	Professional Studies	Qr. Hrs.
Art 150	3	Education 250	4
Music 250	5	Education 357	5
		Education 415 or 416	4
Languages and Literature		Electives in Education	12
English 151	4	Electives in Psychology	3
Mathematics and Science		Social Studies	
Mathematics 351	2	Electives in History and Geography	7
Science 324	4	Electives	34.42
Science 451	3		

Upon consultation with advisers students may use their elective hours to complete minors in either general or special fields, or may, by taking additional courses, earn a major in a special field.

### 2. Kindergarten-Primary

Arts and Music	Qr. Hrs.	Professional Studies	Qr. Hrs.
Art 150	3	Education 250	4
Music 250	5	Education 351	4
		Education 352	4
Languages and Literature		Education 357	5
English 151	4	Education 415	4
Mathematics and Science		Electives in Education	12
Mathematics 351	2	Electives in Psychology	3
Science 324	4	Social Studies	
Science 451	3	Electives in History and Geography	7
		Electives	27.33

### 3. Intermediate-Junior High School

Qualification in this field requires completion of the following work in addition to the general education and regular professional requirements:

Arts and Music	Qr. Hrs.	Professional Studies	Qr. Hrs.
Art 150	3	Education 250	4
Music 250	5	Education 357	5
		Education 370	4
Languages and Literature		Education 415 or 416	4
English 151	4	Electives in Education	12
Mathematics and Science		Electives in Psychology	3
Mathematics 351	2	Social Studies	
Science 324	4	Electives in History and Geography	7
Science 451	3	Electives	31.36

The elective hours in the intermediate-junior high school program must be used to supplement the general education and special major program in order to earn a minimum of twenty-four quarter hours in each of two teaching fields.

## STATE TEACHERS COLLEGE

A high school teacher training graduate planning to take the four year elementary program may receive credit for the following courses: Orientation 101, 1; English 131, 4; Geography 171, 4; Health Education 115, 2; History 141, 4; Physical Education elective, 1; Psychology 121, 4; Science 102 or 103, 3; Social Science 102, 3; Social Science 103, 3; Education 250, 4; Teaching, 4; Mathematics 351, 2; Normal Training electives, 9. The electives can be used to waive English 132 or English 133 if the adviser feels the student has other needs that are more pronounced.

### B. Junior High School

Students who prepare specifically for junior high school teaching will complete four areas of concentration which are similar to four minors, each preparing for teaching one of the following fields in the junior high school: English, social studies, general science, mathematics, geography, health and physical education, music, art, or industrial arts. The combination of fields shall be selected with the advice and the approval of the junior high school adviser.

### C. Secondary

The secondary field emphasizes the professional education for teaching in secondary schools (junior-senior and six year high schools.)

Qualification in this field requires the completion of at least one major, other than education, and two minors, or the completion of two majors, or the completion of a broad major and a minor. The number of quarter credits for a major varies with the different fields. A minor consists of at least twenty-four quarter credits. The particular subjects to be selected in each field are determined in consultation with an adviser.

## DIVISION OF ARTS AND MUSIC

### 1. Fine Arts

Major—36 Quarter Hours	Qr. Hrs.
232 Design.....	5
234 Advanced Design.....	5
340 Painting.....	3
431 History of Art.....	4
Crafts.....	5
Electives.....	14

#### Professional Education Courses

256 Art Education Methods.....	2
451 Art Curriculum.....	4
Teaching.....	Credits to be assigned

#### Minor—24 Quarter Hours

232 Design.....	5
340 Painting.....	3
431 History of Art.....	4
Crafts.....	3
Electives.....	9

#### Professional Education Courses

256 Art Education Methods.....	2
Teaching.....	Credits to be assigned



# ST. CLOUD, MINNESOTA

## 2. Industrial Arts

Major—52 Quarter Hours	Qr. Hrs.
101 Industrial Education.....	2
124 Basic Wood.....	3
126 Basic Drawing.....	3
201 Applied Drawing and Design.....	2
205 Basic Crafts.....	3
215 Philosophy of Industrial Arts.....	2
222 Basic Metal.....	3
224 Basic Graphic Arts.....	3
226 Sheet Metal and Spinning.....	2
301 Junior High School Shopwork.....	2
305 Engineering Drawing or 345 Architectural Drawing.....	2
310 Pattern Making, Foundry, Forging, and Welding.....	2
341 Basic Electricity (Prerequisite: Physics 232a or 232).....	3
343 Ceramics.....	2
351 Course Construction.....	2
401 Shop Planning, Equipment, and Maintenance.....	3
405 Power (Prerequisite: Physics 231a or 231).....	3
407 Instructional Aids or 403 Administration of Industrial Arts.....	2
Electives.....	8

### Professional Education Courses

450 Methods in Industrial Arts.....	2
Teaching.....	Credits to be assigned

## 3. Music

### Major—60 Quarter Hours

101 Fundamentals of Music.....	1
220 Harmony I.....	5
221 Harmony II.....	5
222 Harmony III.....	5
320 History and Advanced Appreciation.....	5
340 Conducting.....	4
350b Music Literature—Elementary.....	3
351b Music Literature—Secondary.....	3
352b Instrumental Problems.....	4
113-313 Choral Organizations.....	2
161-363 Band or Orchestra.....	2
165-365 Piano.....	3-6
167-367, 169-369 Instrumental and/or Vocal Lessons.....	8
Electives.....	7-11

### Minor

#### Vocal—24 Quarter Hours

101 Fundamentals of Music.....	1
220 Harmony I.....	5
340 Conducting.....	4
113-313 Choral Organizations (3 quarters).....	2
165-365 Piano (3 quarters).....	3
169-369 Voice (3 quarters).....	3
Electives.....	6

### Professional Education Courses

350a Music Education—Elementary.....	2
350b Music Literature—Elementary.....	3
Teaching.....	Credits to be assigned



# STATE TEACHERS COLLEGE

Instrumental—24 Quarter Hours		Qr. Hrs.
101 Fundamentals of Music.....		1
220 Harmony I.....		5
221 Harmony II.....		5
161-361 Band or Orchestra (6 quarters).....		4
165-365 Piano (3 quarters).....		3
Electives.....		2
Professional Education Courses		
352a The Theory of the Teaching of Band and Orchestra		
Instruments.....		2
Teaching.....		
	Credits to be assigned	

## DIVISION OF BUSINESS

### 1. Business Education

Major—60 Quarter Hours		Qr. Hrs.
207 Machine Calculation and Filing.....		2
230 Basic Business.....		5
271 Economic Geography.....		4
300 Survey of Business Law.....		5
311 Principles of Accounting.....		4
312 Principles of Accounting.....		4
316 Business Communication.....		4
401 Office Practice and Office Machines.....		4
423 Salesmanship.....		3
446 Consumer Education.....		4
Stenographic Studies Plan A.....		18
Stenographic Studies Plan B.....		12
Electives Plan A.....		3
or		
Electives Plan B.....		9
Stenographic Studies Plan A is arranged for those who have had no previous work in shorthand and typewriting.		
201 Typewriting.....		2
202 Typewriting.....		2
203 Typewriting.....		2
211 Shorthand.....		4
212 Shorthand.....		4
213 Shorthand.....		4
Stenographic Studies Plan B is arranged for those who have had one or more years of shorthand and typewriting in high school.		
221 Secretarial Science or 455 Advanced Secretarial Training.....		4
222 Secretarial Science or 456 Advanced Secretarial Training.....		4
223 Secretarial Science or 457 Advanced Secretarial Training.....		4
Professional Education Courses		
451 Methods in Business Education.....		3
452 Methods in Business Education.....		3
Teaching.....		
	Credits to be assigned	

## ST. CLOUD, MINNESOTA

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### Minors

Accounting—24 Quarter Hours		Qr. Hrs.
201 or 202 Typewriting.....		2
230 Basic Business.....		5
300 Survey of Business Law.....		5
311-312-313 Principles of Accounting.....		12

### Professional Education Courses

451 Methods in Business Education.....	3
Teaching.....	Credits to be assigned

### Retail Selling—22 Quarter Hours

201 or 202 Typewriting.....	2
230 Basic Business.....	5
311 Principles of Accounting.....	4
419 Principles of Marketing.....	4
420 Retail Store Management.....	4
423 Salesmanship.....	3

### Professional Education Courses

451 Methods in Business Education.....	3
Teaching.....	Credits to be assigned

### Secretarial Training—23 Quarter Hours

Stenographic Studies Plan A.....	18
or	
Stenographic Studies Plan B.....	12
Business Electives Plan B.....	6
230 Basic Business.....	5

### Professional Education Courses

452 Methods in Business Education.....	3
Teaching.....	Credits to be assigned

## DIVISION OF EDUCATION, PHILOSOPHY, AND PSYCHOLOGY

### Psychology

Major—36 Quarter Hours		Qr. Hrs.
441 or 443 Child or Adolescence.....		4
464 Principles and Procedures in Guidance I.....		3
471 Mental Hygiene.....		3
477 Clinical.....		6
482 Experimental.....		3
484a, b, c, Seminar.....		6
Electives.....		11
Minor—24 Quarter Hours		
464 Principles and Procedures in Guidance I.....		3
477 Clinical Psychology.....		6
484 Senior Seminar.....		6
Electives.....		9

# STATE TEACHERS COLLEGE

## DIVISION OF HEALTH AND PHYSICAL EDUCATION

### 1. Health and Physical Education for Men

#### Major—48 Quarter Hours

	Qr. Hrs.
121 Wrestling.....	1
151 Gymnastic Stunts.....	2
204 First Aid.....	2
235 Square Dancing.....	1
251 Coaching Basketball.....	2
253 Coaching Track and Baseball.....	2
255 Coaching Football.....	2
257 Recreational Activities.....	2
259 Swimming.....	2
261 Dancing and Rhythms.....	2
263 Sports Education.....	2
345 Human Physiology.....	4
348 Anatomy and Kinesiology.....	4
450 Curriculum.....	4
451 Health Education and Corrective.....	4
210 School Nutrition.....	2
310 School Health Program.....	2
320 Problems in Health Education.....	2
338 Methods and Materials.....	4
Electives.....	2

#### Professional Education Courses

Teaching.....Credits to be assigned

### 2. Physical Education for Men

#### Major—36 Quarter Hours

121 Wrestling.....	1
151 Gymnastic Stunts.....	2
204 First Aid.....	2
233 Rhythm Fundamentals.....	1
251 Coaching Basketball.....	2
253 Coaching Track and Baseball.....	2
255 Coaching Football.....	2
257 Recreational Activities.....	2
259 Swimming.....	2
261 Dancing and Rhythms.....	2
263 Sports Education.....	2
345 Human Physiology.....	4
348 Anatomy and Kinesiology.....	4
450 Curriculum.....	4
451 Health Education and Corrective.....	4

#### Professional Education Courses

432 Technique of Teaching Dance.....2  
Teaching.....Credits to be assigned

#### Minor—24 Quarter Hours

121 Wrestling.....	1
151 Gymnastic Stunts.....	2

# ST. CLOUD, MINNESOTA

	Qr. Hrs.
204 First Aid.....	2
233 Rhythm Fundamentals.....	1
251 or 253 or 255 Coaching.....	2
257 Recreational Activities.....	2
259 Swimming.....	2
261 Dancing and Rhythms.....	2
263 Sports Education.....	2
450 Curriculum.....	4
Electives.....	4

## Professional Education Courses

432 Teaching Rhythm.....	2
Teaching.....	Credits to be assigned

## 3. Physical Education for Women

### Major—36 Quarter Hours

101a Hockey and Soccer.....	1
101b Folk Dancing.....	1
102a Volleyball and Basketball.....	1
102b Advanced Folk Dancing.....	1
103 Softball.....	1
104 Rhythm Techniques.....	1
105 Modern Dance.....	1
106 Gymnastics and Apparatus.....	1
258 a-b-c—Coaching.....	6
345 Physiology.....	4
348 Anatomy and Kinesiology.....	4
353 Organization of Materials.....	4
450 Curriculum.....	4
451 Health Education and Corrective.....	4
455 Extra Curricular Activities.....	1
Electives.....	1

## Professional Education Courses

340 Technique of Teaching Swimming.....	1
432 Technique of Teaching Dance.....	2
Teaching.....	Credits to be assigned

### Minor—24 Quarter Hours

101a Hockey and Soccer.....	1
101b Folk Dancing.....	1
102a Volleyball and Basketball.....	1
102b Advanced Folk Dancing.....	1
103 Softball.....	1
104 Rhythm Techniques.....	1
105 Modern Dance.....	1
106 Gymnastics and Apparatus.....	1
204 First Aid.....	2
258b Coaching.....	2
258c Coaching.....	2
353 Organization of Materials.....	4
450 Curriculum.....	4
Electives.....	2

## Professional Education Courses

432 Technique of Teaching Dance.....	2
Teaching.....	Credits to be assigned

## STATE TEACHERS COLLEGE

### Participation in the Sports Program

A regular part of the major and minor in Physical Education curriculum is participation in the intramural program. One sport is required each quarter throughout the four years, and all must meet swimming requirements.

### 4. Health Education

Minor—24 Quarter Hours	Qr. Hrs.
204 First Aid.....	2
210 School Nutrition.....	2
310 School Health Program.....	2
320 Problems in Health Education.....	2
338 Methods and Materials.....	4
345 Physiology or 445 Biology.....	4
451 Health Education and Corrective.....	4
471 Psychology-Personality Adjustments.....	3
Elective.....	1

### Professional Education Courses

Teaching..... Credits to be assigned

## DIVISION OF LANGUAGES AND LITERATURE

### 1. Foreign Languages

#### French

Major—36 Quarter Hours (For students who have had no French in high school.)	Qr. Hrs.
131-132-133 Elementary.....	12
231-232-233 Intermediate.....	12
331-332-333 Advanced.....	12
or	
431-432-433 Advanced.....	12
Major—36 Quarter Hours (For students who have satisfactorily completed two years of French in high school.)	
231-232-233 Intermediate.....	12
331-332-333 Advanced.....	12
431-432-433 Advanced.....	12
Minor—28 Quarter Hours (For students who have had no French in high school.)	
131-132-133 Elementary.....	12
231-232-233 Intermediate.....	12
Electives.....	4
Minor—24 Quarter Hours (For students who have satisfactorily completed two years of French in high school.)	
231-232-233 Intermediate.....	12
Electives.....	12



## ST. CLOUD, MINNESOTA

### German

Major—36 Quarter Hours (For students who have had no German in high school. )	Qr. Hrs.
131-132-133 Elementary.....	12
231-232-233 Intermediate.....	12
331-332-333 Advanced.....	12
or	
431-432-433 Advanced.....	12
Major—36 Quarter Hours (For students who have satisfactorily completed two years of German in high school. )	
231-232-233 Intermediate.....	12
331-332-333 Advanced.....	12
431-432-433 Advanced.....	12
Minor—28 Quarter Hours (For students who have had no German in high school. )	
131-132-133 Elementary.....	12
231-232-233 Intermediate.....	12
Electives.....	4
Minor—24 Quarter Hours (For students who have satisfactorily completed two years of German in high school. )	
231-232-233 Intermediate.....	12
Electives.....	12

### Spanish

Major—36 Quarter Hours (For students who have had no Spanish in high school. )	
131-132-133 Elementary.....	12
231-232-233 Intermediate.....	12
331-332-333 Advanced.....	12
or	
431-432-433 Advanced.....	12
Major—36 Quarter Hours (For students who have satisfactorily completed two years of Spanish in high school. )	
231-232-233 Intermediate.....	12
331-332-333 Advanced.....	12
431-432-433 Advanced.....	12
Minor—28 Quarter Hours (For students who have had no Spanish in high school. )	
131-132-133 Elementary.....	12
231-232-233 Intermediate.....	12
Electives.....	4
Minor—24 Quarter Hours (For students who have satisfactorily completed two years of Spanish in high school. )	
231-232-233 Intermediate.....	12
Electives.....	12

# STATE TEACHERS COLLEGE

## Professional Education Courses

Teaching, Major.....	Credits to be arranged
Teaching, Minor.....	Credits to be arranged

## 2. English

### Language Arts

#### Major—60 Quarter Hours

Speech	Qr. Hrs.
242 Dramatics.....	4
320 Public Speaking.....	4
321 Conducting a Meeting.....	1
326 Argumentation, Discussion, and Debate.....	4
331 Reading Orally.....	3
382 Speech Science.....	3

#### Literature

264-265-266 English Literature (Survey).....	4
338 American Literature.....	4
343 Shakespeare.....	4
348 Contemporary Literature.....	4

#### Communication

431 The English Language.....	4
Journ. 345 Writing for Newspapers.....	2
Journ. 445 High School Journalism.....	3
Journ. 446 Communication Media.....	3
446 Seminar.....	1
Educ. 417 Developmental Reading.....	4

#### Professional Education Courses

352 The Teaching of the Language Arts.....	4
Educ. 468 Audio-Visual Materials and Methods.....	4
Teaching.....	Credits to be assigned

### Literature

#### Major—36 Quarter Hours

264-265-266 English Literature (Survey).....	12
338 American Literature.....	4
343 Shakespeare.....	4
348 Contemporary Literature.....	4
431 The English Language.....	4
434 and 435 or 436 World Literature.....	6
446 Seminar.....	2

#### Professional Education Courses

352 The Teaching of the Language Arts.....	4
Educ. 417 Developmental Reading.....	4
Teaching.....	Credits to be assigned

#### Minor—24 Quarter Hours

264-265-266 English Literature (Survey).....	12
338 American Literature.....	4
343 Shakespeare.....	4
348 Contemporary Literature.....	4

## ST. CLOUD, MINNESOTA

Professional Education Courses	Qr. Hrs.
352 The Teaching of the Language Arts.....	4
Educ. 417 Developmental Reading.....	4
Teaching.....	Credits to be assigned

### 3. Speech

#### Major—36 Quarter Hours

240 Stagecraft.....	2
242 Dramatics.....	4
320 Public Speaking.....	4
321 Conducting a Meeting.....	1
326 Argumentation, Discussion, and Debate.....	4
331 Reading Orally.....	3
381 Speech Pathology I.....	3
382 Speech Science.....	3
Electives (Senior College).....	12

#### Professional Education Courses

352 The Teaching of the Language Arts.....	4
Teaching.....	Credits to be assigned

#### Minor—24 Quarter Hours

240 Stagecraft.....	2
242 Dramatics.....	4
320 Public Speaking.....	4
321 Conducting a Meeting.....	1
326 Argumentation, Discussion, and Debate.....	4
331 Reading Orally.....	3
381 Speech Pathology I.....	3
382 Speech Science.....	3

#### Professional Education Courses

352 The Teaching of the Language Arts.....	4
Teaching.....	Credits to be assigned

Additional courses required for certification as speech therapists  
in the State of Minnesota.

280 Phonetics.....	3
481 Speech Clinic.....	8
482 Speech Pathology.....	3
483 Hearing Conservation.....	2

#### Professional Education Courses

352 The Teaching of the Language Arts.....	4
Teaching.....	Credits to be assigned

### 4. Library Science

#### Minor—24 Quarter Hours

376 Materials for the Secondary School Library.....	4
377 Functions of the School Library.....	4
378 Materials for the Elementary School Library.....	4
476 Secondary School Library Collection.....	4
477 School Library in the Reading Program.....	4
478 Use of Materials in the Elementary School Library.....	2
479 Functions of the School Library.....	2
(including observation and practice)	

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## DIVISION OF MATHEMATICS AND SCIENCE

### 1. Mathematics

Major—36 Quarter Hours	Qr. Hrs.
221 College Algebra.....	4
224 Trigonometry.....	5
226 Analytics.....	5
329 Differential Calculus.....	5
332 Integral Calculus.....	5
425 College Geometry.....	4
Electives (senior college).....	8

#### Professional Education Courses

451 Professional Subject Matter.....	4
Teaching.....	Credits to be assigned

#### Minor—24 Quarter Hours

221 College Algebra.....	4
224 Trigonometry.....	5
226 Analytics.....	5
425 College Geometry.....	4
Electives.....	6

#### Professional Education Courses

451 Professional Subject Matter.....	4
Teaching.....	Credits to be assigned

### 2. Sciences

#### Major—60 Quarter Hours

241-242 General Zoology.....	8
245-246 General Botany.....	8
211-212 General Chemistry.....	6
223 Qualitative Analysis.....	4
231 Physics, Mechanics.....	3
232 Physics, Magnetism and Electricity.....	4
233 Physics, Heat, Light, Sound.....	3
307 Field Geology.....	4
Electives in science, not less than six hours in biological and six hours in physical sciences.....	20

#### Professional Education Courses

453 Teaching Secondary Science.....	4
Teaching.....	Credits to be assigned

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## Biology

Major—36 Quarter Hours		Qr. Hrs.
241-242 General Zoology.....		8
245-246 General Botany.....		8
345 Local Flora.....		3
349 Principles of Resource Management (3), or		
449 Problems of Resource Management (4).....		3-4
Two of the following:.....		6
341 Entomology.....	3	
343 Field Vertebrate Zoology.....	3	
347 Ornithology.....	3	
Two of the following:.....		8
441 Ecology.....	4	
443 Genetics.....	4	
445 General Physiology.....	4	

## Professional Education Courses

453 Teaching Secondary Science.....	4
Teaching.....	Credits to be assigned

## Minor—24 Quarter Hours

241-242 General Zoology.....	8
245-246 General Botany.....	8
Electives in Biology.....	8

## Professional Education Courses

453 Teaching Secondary Science.....	4
Teaching.....	Credits to be assigned

## Physical Science

### Major—36 Quarter Hours

211-212 General Chemistry.....	6
223 Qualitative Analysis.....	4
231 Physics, Mechanics.....	3
232 Physics, Magnetism and Electricity.....	4
233 Physics, Heat, Light, Sound.....	3
321-322 Organic Chemistry.....	6
330-331 Modern Physics.....	6
Electives in Physical Science (senior college).....	4

## Professional Education Courses

453 Teaching of Secondary Science.....	4
Teaching.....	Credits to be assigned

### Minor—24 Quarter Hours

211-212 General Chemistry.....	6
223 Qualitative Analysis.....	4
231 or 231a Physics, Mechanics.....	3
232 or 232a Physics, Magnetism and Electricity.....	4
233 or 233a Physics, Heat, Light, Sound.....	3
Electives in Physics or Chemistry (senior college).....	4



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Professional Education Courses	Qr. Hrs.
453 Teaching of Secondary Science.....	4
Teaching.....	Credits to be assigned

### Chemistry

Minor—24 Quarter Hours	
211-212 General Chemistry.....	6
223 Qualitative Analysis.....	4
321-322 Organic Chemistry.....	6
Electives in Chemistry.....	8

Professional Education Courses	
453 Teaching Secondary Science.....	4
Teaching.....	Credits to be assigned

### Physics

Minor—24 Quarter Hours	
231 Physics, Mechanics .....	3
232 Physics, Magnetism and Electricity.....	4
233 Physics, Heat, Light, Sound.....	3
330-331 Modern Physics.....	6
Electives in Physics.....	8

Professional Education Courses	
453 Teaching Secondary Science.....	4
Teaching.....	Credits to be assigned

## DIVISION OF SOCIAL STUDIES

### 1. Geography

Major—36 Quarter Hours		Qr. Hrs.
271 Economic Geography.....		4
275 North America.....		4
277 South America.....		4
370 Asia.....		2
372 Conservation.....		3
374 Europe.....		3
378 Russian Sphere.....		4
Electives.....		12

Professional Education Courses	
353 Teaching Secondary Social Studies.....	2
Teaching.....	Credits to be assigned

Minor—24 Quarter Hours	
271 Economic Geography.....	4
275 North America.....	4
372 Conservation.....	3
378 Russian Sphere.....	4
Electives.....	9

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Professional Education Courses	Qr. Hrs.
353 Teaching Secondary Social Studies.....	2
Teaching.....	Credits to be assigned

## 2. History

### Major—36 Quarter Hours

A minimum of one course in each of the four fields of Ancient, Medieval, Modern European, and American History is required..... 36

### Professional Education Courses

351 Teaching of Elementary Social Studies.....	2
353 Teaching of Secondary Social Studies.....	2
Teaching.....	Credits to be assigned

### Minor—24 Quarter Hours

A minimum of one course in each of the four fields of Ancient, Medieval, Modern European, and American History is required..... 24

### Professional Education Courses

351 Teaching of Elementary Social Studies.....	2
353 Teaching of Secondary Social Studies.....	2
Teaching.....	Credits to be assigned

## 3. Recreation

### Minor—24 Quarter Hours

Art 212 Art in Recreation.....	2
Biology 314 Nature Study and Camping.....	3
Education 216 Audio-Visual Aids.....	1
Ind. Arts 340 Recreational Crafts.....	3
Music 214 Music in Recreation.....	2
Phys. Ed. 218 Games and Stunts.....	1
Phys. Ed. 322 Team Sports.....	1
Phys. Ed. 324 Adult Recreation.....	1
Phys. Ed. 424 Rhythm in Recreation.....	1
Phys. Ed. 426 First Aid.....	1
Sociology 222 Public Recreation.....	3
Sociology 422 Community and Recreation.....	2
Speech 241 Dramatics.....	3

## 4. Social Sciences

### Major—36 Quarter Hours

260 Principles of Sociology.....	5
272 Principles of Economics.....	5
281 Political Science, American Government.....	4
361 Sociology, Contemporary Problems.....	3
382 Political Science, State Government.....	3
471 Economics, Money and Banking.....	4
Electives.....	12

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Professional Education Courses	Qr. Hrs.
353 Teaching of Secondary Social Studies.....	2
Teaching.....	Credits to be assigned

### Minor—24 Quarter Hours

260 Principles of Sociology.....	5
272 Principles of Economics.....	5
281 Political Science, American Government.....	4
361 Sociology, Contemp. Problems.....	3
382 Political Science, State Government.....	3
471 Economics, Money and Banking.....	4

### Professional Education Courses

353 Teaching of Secondary Social Studies.....	2
Teaching.....	Credits to be assigned

## 5. Social Studies

### Major—56-60 Quarter Hours

Economics.....	8-12
Geography.....	8
History.....	16-24
Political Science.....	8-12
Psychology 464 Principles and Procedures in Guidance I.....	3
Sociology.....	8-12

### Professional Education Courses

353 Teaching of Secondary Social Studies.....	2
Teaching.....	Credits to be assigned

## THE PROVISIONAL ELEMENTARY SCHOOL PROGRAM

### PRESCRIBED SUBJECTS

The Provisional Elementary School Program provides preparation for teaching in the elementary schools. The completion of 144 quarter credits is required for graduation, of which not less than forty-eight must be earned in Minnesota State Teachers Colleges and at least thirty-two in the local college, including the last eight quarter credits.

Students may prepare for teaching in the elementary grades of village, city or rural schools meeting the requirements for the Provisional Teacher's Certificate.

### A. General Education Qr. Hrs.

#### English:

131 Communication.....	4
132 Communication.....	4
133 Communication.....	4
300 Communication (Required of those not having a "C" average in Comm. 131, 132, 133)	

#### \*Humanities:

121 Introduction to Art.....	3
122 Introduction to Literature.....	3
123 Introduction to Music.....	3

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	Qr. Hrs.
*Science:.....	10
101 Life and Environment (4)	
102 Transformation and Use of Materials (3)	
103 Transformation and Use of Energy (3)	
104 Human Development and Problems (3)	
105 Use of Matter and Energy (3)	
*Social Sciences:	
101 Economic Aspect.....	3
102 Political Aspect.....	3
103 Sociological Aspect.....	3
Geography 171 Regional Human.....	4
Health Education 115.....	2
History 141 The United States in the Twentieth Century.....	4
Mathematics 121 Cultural.....	4
Orientation 101 Introduction to College Life.....	1
Physical Education (4 quarters).....	4
Psychology 121 General.....	4
	<u>63</u>

### B. Professional Education Courses

Art 150 Principles.....	3
Education 201 American School System.....	2
Education 250 The Teaching of Reading, Elementary.....	4
Education 256 Methods of Education.....	2
Education 345 Diagnostic and Evaluative Procedures.....	4
Education 357 Guidance of Learning Activities II.....	5
Education 366 Curriculum.....	3
English 151 Children's Literature.....	4
History 346 Minnesota.....	3
Mathematics 351 The Teaching of Arithmetic, Elementary.....	2
Music 250 The Teaching of Music, Elementary.....	5
Psychology 262 Human Growth and Development.....	4
Psychology 363 Guidance of Learning Activities I.....	5
Science 324 Science for Elementary Teachers.....	4
Speech 281 Speech Correction.....	2
Teaching.....	15
Electives.....	<u>14</u>
	81
Total.....	144

Students preparing for the Kindergarten field are required to complete the following courses:

Education 351.....	4 quarter hours
Education 352.....	4 quarter hours
Kindergarten Teaching.....	4 quarter hours

\*Need not be taken in sequence.

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Each graduate on this program will have two of the following types of experience in student teaching: (1) That in the training school where demonstration of expert teaching, contact with small groups of children, and individual instruction based on individual difference is available; (2) that in the ungraded or rural schools where an overview of all the grades and the different subjects is possible; (3) that in the city or village schools where the student is confronted with the actual graded school conditions with large classes, general classroom management, and pupil problems. It is believed that such a program will give the maximum assurance of success for beginning teachers.

### BACHELOR OF ARTS

The Bachelor of Arts degree will be conferred upon those students who have met the requirements in general education and who have completed fields of concentration as set forth below. Majors may be arranged in one of several departments of the college or between departments upon consultation with the adviser.

Candidates for the Bachelor of Arts degree must meet the following general education requirements unless the student's background makes waiver and substitution desirable:

#### 1. Constants

##### A. General Education (first and second years)

English:	Qr. Hrs.
131 Communication.....	4
132 Communication.....	4
133 Communication.....	4
300 Communication (Required of those not having a "C" average in Comm. 131, 132, 133)	
Geography 171 Regional Human.....	4
Health Education 115 Personal Hygiene.....	2
History 141 The United States in the 20th Century.....	4
*Humanities:	
121 Introduction to Art.....	3
122 Introduction to Literature.....	3
123 Introduction to Music.....	3
Mathematics 121 Cultural.....	4
Orientation 101 Introduction to College Life.....	1
Physical Education (four quarters).....	4
Psychology 121 General.....	4
*Science:.....	10
101 Life and Environment (4) (Elect two of the following)	
102 Transformation and Use of Materials (3)	
103 Transformation and Use of Energy (3)	
104 Human Development and Problems (3)	
105 Use of Matter and Energy (3)	
*Social Science:	
101 Economic Aspect.....	3
102 Political Science Aspect.....	3
103 Social Aspect.....	3
	<hr/>
	63

\*Need not be taken in sequence



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### B. General Education (senior year only)

Qr. Hrs.

Philosophy 444 General.....	4
	67

In addition to the core of 63 quarter hours in general education the student will complete 32 quarter hours in electives during his first two years. These elective hours may be used to explore the several areas of concentration and to build toward advanced study. Credits must be earned in the required freshman and sophomore courses during the first two years.

### MAJOR AND MINOR FIELDS OF CONCENTRATION

Before the end of the sophomore year the student must choose a field of concentration. This may be a departmental major such as English, History, Biology, or Business Administration; or, it may be a broader interdepartmental major such as Natural Science, Language (English and Foreign) and Speech, or Social Studies; or, it may be an area type program of studies drawn from several different departments leading to the fulfillment of some special interest of the student.

In any event the student's program must be integrated and purposeful. A field of concentration contains not less than 36 quarter hours. There must, also, be one or two secondary fields of concentration or minors consisting of not less than 24 quarter hours in each minor, taken in a department or departments other than the major department. No less than 60 per cent of each field of concentration must consist of courses on the 300 and 400 levels. Professional courses intended specifically for the education of teachers may not be counted towards the Bachelor of Arts degree.

Departmental majors and minors will follow in the main the pattern established for teacher education, omitting the professional subjects, with the following exceptions:

#### 1. Business Administration

General Education	Qr. Hrs.
English 131, 132, 133 Communications.....	12
Foreign Languages or Humanities.....	9-12
Geog. 171 Regional.....	4
H.E. 115 Personal Hygiene.....	2
Hist. 141 The United States in the 20th Century.....	4
Math. 123 Business.....	4
Orientation 101 Introduction to College Life.....	1
Philosophy 444 General.....	4
Physical Education (4 quarters).....	4
Psychology 121 General.....	4
Science 101-102-103-104 or 105.....	10
Social Science 101-102-103.....	9

#### Core Requirements

Bus. 202 Typewriting.....	2
Bus. 231 Survey of Business.....	5
Bus. 232 Business Organization and Management.....	4
Bus. 311-312-313 Accounting.....	12
Bus. 316 Business Communication.....	4
Bus. 413 Office Management.....	4
Bus. 440 Corporation Finance.....	4
Bus. 444 Insurance.....	4
Bus. 446 Consumer Education.....	4
Econ. 272 Principles of Economics.....	5
Econ. 372 Modern Economic Problems.....	3
Econ. 471 Money and Banking.....	4

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	Qr. Hrs.
Econ. 473 Labor Problems.....	4
Geog. 271 Economic.....	4
Math. 220 or 221 College Algebra.....	4
Math. 330 Statistics.....	4
Psych. 122 Applied.....	4
Speech 320 or 326.....	4
Electives.....	0-13
A major requires completing one of these sequences:	
General Business—40 Quarter Hours	
Bus. 401 Office Machines.....	4
Bus. 410 Personnel Administration.....	4
Bus. 419 Marketing.....	4
Bus. 420 Store Management.....	4
Bus. 435-436-437 Business Law.....	12
Business Electives.....	12
Accounting—42 Quarter Hours	
Bus. 207 Machine Calculation and Filing.....	2
Bus. 435-436-437 Business Law.....	12
Bus. 470-471-472-473 Accounting.....	16
Bus. 475-476-477 Accounting.....	12
Secretarial Training—37 Quarter Hours	
Bus. 300 Survey of Business Law.....	5
Bus. 401 Office Machines.....	4
Bus. 455-456-457 Secretarial Training.....	12
Plan A or Plan B.....	16
Retailing—37 Quarter Hours	
Bus. 410 Personnel Administration.....	4
Bus. 419 Marketing.....	4
Bus. 420-421-422-423-431 Retailing.....	17
Bus. 435-436-437 Business Law.....	12
Office Management—34 Quarter Hours	
Bus. 207 Machine Calculation and Filing.....	2
Bus. 401 Office Machines.....	4
Bus. 409 Business Report Writing.....	4
Bus. 410 Personnel Administration.....	4
Bus. 435-436-437 Business Law.....	12
Bus. 470 Income Tax Accounting.....	4
Bus. 471 Cost Accounting.....	4
2. Psychology	
Major—36 Quarter Hours	
122 Applied.....	4
262 Growth and Development.....	4
371 Exceptional Children, or 475 Abnormal.....	4
441 or 443 Child or Adolescence.....	4
482 Experimental.....	3
484 a,b,c, Seminar.....	6
Electives.....	11

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Minor—24 Quarter Hours	Qr. Hrs.
122 Applied.....	4
262 Human Growth and Development.....	4
484 Senior Seminar.....	6
Electives.....	10

### ASSOCIATE IN ARTS

The Associate in Arts degree will be conferred upon those students who plan to terminate their college education at the end of two years and who have successfully completed 96 quarter hours of approved courses either in general education or in certain terminal education fields, or who have successfully completed 96 quarter hours in the pre-professional areas leading to advanced study in a professional school.

1. General Education—96 Quarter Hours	Qr. Hrs.
Communication.....	12
Health Education.....	2
Humanities or Foreign Language.....	9-12
Mathematics.....	4
Science.....	10-13
Physical Education (4 quarters).....	4
Social Studies.....	9
Electives.....	40-46

These electives may be selected from subjects of special interest to the student, such as business, art, music, industrial arts, journalism, literature, etc.

### 2. Business

#### Core Requirements—61 Quarter Hours

English 131-132-133 Communication.....	12
Bus. 201 or 202 Typewriting.....	2
Bus. 207 Machine Calculation and Filing.....	2
Bus. 231 Survey of Business.....	5
Bus. 300 Survey of Business Law.....	5
Bus. 311-312 Accounting.....	8
Health Education 115 Personal Hygiene.....	2
History 141 U. S. in the Twentieth Century.....	4
Humanities 121, 122 or 123.....	3
Mathematics 123 Business.....	4
Science 101, 102, 103, 104, or 105.....	3 or 4
Social Science 102 or 103.....	3
Physical Education (3 quarters).....	3
Psychology 121 General.....	4
Electives (depending on which of the sequences the student completes).....	0-14

The student must complete one of the following sequences:

#### Secretarial Training—35 Quarter Hours

Bus. 316 Bus. Communication.....	4
Bus. 401 Office Machines.....	4
Bus. 455-456 Secretarial Training.....	8
Social Science 101 Economic Aspect.....	3
Plan A or Plan B.....	16

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## Accounting—25 Quarter Hours Qr. Hrs.

Bus. 313-470-471-473 Accounting.....	16
or	
Bus. 313-475-476-477 Accounting.....	16
Econ. 272 Principles of Economics.....	5
Math. 220 or 221 College Algebra.....	4

## Retail Selling—22 Quarter Hours

Bus. 316 Business Communication.....	4
Bus. 419 Marketing.....	4
Bus. 420-422-423 Retailing.....	9
Econ. 272 Principles of Economics.....	5

## Clerical Practice—29 Quarter Hours

Bus. 202 Typewriting.....	2
Bus. 204 Typewriting.....	2
Bus. 208 Principles of Office Machines.....	2
Bus. 316 Business Communication.....	4
Bus. 327 Clerical Office Practice.....	4
Bus. 401 Office Machines.....	4
Bus. 446 Consumer Education.....	4
Psychology 122 Applied.....	4
Social Science 101 Economic Aspect.....	3

## PRE-PROFESSIONAL

The pre-professional curriculums have been approved by the University of Minnesota as being comparable to those offered at the University. Students may enroll in any one of these areas with the assurance that they may transfer later without loss of credit. The curriculums are not to be regarded as inflexible. They may be adjusted to meet the requirements in special professional curriculums and may be subject to change. Programs of study may also be adapted for certain other areas.

### Pre-Agricultural

Adviser—Mr. Partch

	Qr. Hrs.
Biology 241-242	8
Biology 245-246	8
Biology 341	3
Biology 344	4
Biology 345	3
Chemistry 211-212	6
Chemistry 321-322	6
Economics 272	5
English 131-132-133	12
Health Education 115	2
Mathematics 220 or 221	4
Science 101	4
Social Studies 101	3
Sociology 260	5
Electives chosen from the following:	23
Bus. 311, Chem. 223, Ind. Arts 126,	
Ind. Arts 222, Physics 231a, 232a,	
233a, Pol. Sci. 281, Soc. 360.	—
	96

### Pre-Business

Adviser—Mr. Nash

	Qr. Hrs.
Business 311-312-313	12
Economics 272-372-376-471	15
English 131-132-133	12
Health Education 115	2
Mathematics 221-224-330	13
Political Science, Sociology, History (one year of one—not the Surveys)	12
Psychology 121-122	8
Science (not Surveys)	10
Electives	12
	96

### Pre-Dentistry

Adviser—Mr. Skewes

Biology 241-242	8
Chemistry 211-212-213-223	
321-322	20
English 131-132-133	12

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	Qr. Hrs.		Qr. Hrs.
Mathematics 220 or 221-224	9	English 131-132-133	12
Physics 231-232-233-332	13	Health Education 115	2
Psychology 121-262	8	Humanities 121-122	6
Science 104	3	Physical Education	3
Social Science 101-102-103	9	Physics 231a-232a-233a or	
Electives to be chosen from the		Science 103	3 to 10
following:		Psychology 121-262	8
Hist. 141, Hum. 121-122-123,		Science 104	3
Psych. 122, Soc. 260	14	Social Science 101-102-103	9
	—	Sociology 260-262	7
	96	Electives	0 to 8
<b>Pre-Engineering</b>			98
Adviser—Mr. Bemis		<b>Pre-Journalism</b>	
(Prerequisite: Solid Geometry and Higher Algebra)		Adviser—Mr. Donnelly	
Chemistry 211-212-321-322	12	Economics 272	5
English 131-132-133	12	English 131-132-133	12
History or Psychology	4	English 331-332	4
Industrial Arts 126-201-226-305	9	Foreign Language	12
Mathematics 221-224-226	14	Health Education 115	2
Mathematics 325-329-434	13	History 340-341-342	12
Orientation 101 Introduction to College Life	1	Political Science 281-383	8
Physics 231-232-233-330-331-433-434	23	Science 101-102-103-104	
Social Science Group	12	Other Science (Psychology 121-122-262 may be used but would necessitate laboratory psychology at the University.)	13
	100	Electives:	
<b>Pre-Forestry</b>		Emphasize psychology and social studies and English	32
Adviser—Mr. Partch			96
Biology 241-242	8	<b>Pre-Law</b>	
Biology 245-246	8	Adviser—Mr. Lohrman	
Chemistry 211-212-321-322-323	16	Business 304a-311	8
Economics 272	5	Economics 272	5
English 131-132-133	12	English 131-132-133	12
Health Education 115	2	Geography 171	4
Industrial Arts 126	3	Health Education 115	2
Mathematics 220 or 221-224	9	History 141-340-341-342-345	20
Physics 231-232-233	10	Humanities 122	3
Science 101	4	Physics 231a-232a-233a-332	13
Science 307	4	Political Science 281-387	7
Social Studies 101	3	Psychology 121-262	8
Sociology 260	5	Sociology 260-366	8
Electives chosen from the following:		Speech 325	2
Biol. 341, 345, Bus. 301, 311,		Electives	4
Math. 330	7		96
	96	<b>Pre-Library</b>	
<b>Pre-Home Economics</b>		Adviser—Miss Budge	
Adviser—Mr. Goehring		English 131-132-133	12
Art 232-332-334	9	English 264-265-266	12
Biology 241-242-344	12	Health Education 115	2
Chemistry 211-212-213	10	History 314-315-316 or	
Chemistry 321-322	6	History 340-341-342	10 to 12

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	Qr. Hrs.	Pre-Nursing	Qr. Hrs.
Physical Education	3	Adviser—Mr. Skewes	
Science 101-102-103-104	13	Biology 241-242	8
Social Studies	8	Chemistry 211-212-223	10
Electives:	37-39	English 131-132-133	12
Foreign Language, Humanities (Strong		Health Education 115	2
departmental emphasis preferred)	—	History, Political Science or Economics	6
	99	Orientation 101 Introduction to College	
		Life	1
		Physical Education	5
		Psychology 121-122	8
		Science 104	3
		Social Science 101-102-103	9
		Sociology 260	5
		Electives	27
			96
<b>Pre-Medicine</b>		<b>Pre-Pharmacy</b>	
Adviser—Mr. Skewes		Adviser—Mr. Barker	
Biology 241-242-443-445	16	Biology 245-246	8
Chemistry 211-212-213-223	14	Chemistry 211-212-213-223	14
Chemistry 321-322-325-425-426	18	English 131-132-133	12
English 131-132-133	12	Health Education 115	2
Foreign Language	12	Mathematics 220 or 221-224	9
Mathematics 220 or 221-224-226	14	Physical Education	3
Physics 231-232-233-330 or 332	13		48
Psychology 121-122 or 262	8		
Science 104	3		
Social Science 101-102-103	9		
Electives in Humanities and			
Social Science	6		
Free Electives	19		
	144		
		<b>Pre-Social Work</b>	
		Adviser—Mr. Lohrman	
		Economics 272	5
		English 131-132-133	12
		Foreign Languages or	
		Psychology 121-262-475	12
		History 316	4
		Humanities 122	3
		Industrial Arts 340 or Art 238	3-2
		Mathematics (Statistics)	4
		Physical Education 345	4
		Political Science 281-382	7
		Science 104, Biology 241, 242 or	
		other science sequence	11
		Social Science	8
		Sociology 260-360-365	11
		Speech 320	4
		Electives	7-8
			99
<b>Pre-Medical Technology and X-Ray Technology</b>			
Adviser—Mr. Skewes			
Biology 241-242-344	12		
Chemistry 211-212-213-223	14		
Chemistry 321-322	6		
Chemistry 325	4		
English 131-132-133	12		
Physical Education 348	4		
Physics 231a-232a-233a	10		
Physics 332 (For X-Ray Technology)	3		
Science 104	3		
Electives:	28		
(Human Histology to be taken at the			
University in the summer.)	—		
	96		



## DESCRIPTIONS OF COURSES

Courses numbered 100 are for first year students, those numbered 200 for second year students, 300 for third year, 400 for fourth year. All graduate courses are numbered in the 500 series. Students may not elect subjects numbered more than 100 above or below their classification, i. e., second year students may not elect courses numbered 400 and third year students may not elect those numbered 100. Five credit courses will be offered as four credit courses during the summer session.

### DIVISION OF ARTS AND MUSIC

The Division of Arts and Music is set up to coordinate the administration and functions of three diversified areas: art, industrial arts, and music. These three areas of learning are essential to the fulfillment of the student's cultural (vocational, recreational, social, and civic) responsibilities.

### FINE ARTS

Mrs. Adams, Mr. Dillingham, Miss Penning, Chairman

The Department of Art has as its primary purpose the training of art teachers and supervisors on both secondary and elementary levels. Its secondary purpose is the providing of enriched art experiences for all students.

Art is the expression of a man's experiences, through which he can better understand and appreciate his fellowman. Through encouraging the development of the creative side of his personality and helping his appreciation of the beautiful, both man made and natural, it is hoped the student will become a more mature, discerning, and poised individual and a more alert and intelligent citizen.

**121 Humanities.** Survey of architecture, painting, sculpture, art in home, community and industry and the minor arts. Lectures, discussions, exhibits. 3 credits

**150 Principles of Art.** Emphasis on philosophy of teaching, methods, principles and fundamental skills. Work in all media. For four-year elementary and provisional. 3 credits

**212 Recreational Art.** Theory and practical application of the arts in a community recreational program. 2 credits

**230 Advanced Appreciation.** Continuation of interests created in Humanities 121. 3 credits

**232 Design.** Fundamentals of visual design. Study of basic elements and principles through original compositions. 5 credits

**234 Advanced Design.** Prerequisite: Art 232 5 credits

**236 Crafts.** Experimentation with various materials and technique suitable for elementary and secondary schools. Creativeness stressed. Prerequisite: Art 150. 4 credits

**238 Crafts.** For majors and minors in art. Prerequisite: Art 232. 2 credits

**239 Weaving.** Warping and weaving on floor and table looms. Reading of patterns. 2 credits

**256 Art Education.** Philosophy, methods and techniques. For majors and minors in art only. 2 credits

**332 Interior Design.** Emphasis on basic principles of good design in furnishing a home. Brief study of period furniture. Prerequisite: Art 150, or equivalent. 3 credits

**334 Clothing and Textiles.** Personal clothing problems, costume design, study of fibers, weaves, etc. Prerequisite: Art 150, or equivalent. 3 credits

## STATE TEACHERS COLLEGE

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- 336 Clay Work.** Pottery making, decorative tiles, modeling with armature and without. Glazing and firing. 3 credits
- 338 Advertising Art and Lettering.** Analysis of good lettering. Experimentation with lettering pens, brushes, etc. Poster making. Prerequisite: Art 232. 3 credits
- 340 Painting For Pleasure.** In oil and watercolor. Still life: figure, portrait, landscape and other subjects. No prerequisite. 3 credits
- 342 Advanced Painting.** Continuation of Art 340. 3 to 6 credits
- 344 Figure Work.** Anatomy of the human body. Drawing and painting from models. 3 credits
- 345 Sculpture.** Three dimensional work in many materials, stone, wood, plaster, metal, etc., modeling, carving and casting. Permission of instructor. 3 credits
- 434 Photography.** Analysis of the qualities of a good photograph. Experimentation with various subjects and techniques. Prerequisite: Art 232. 2 credits
- 436 Printmaking.** Basic techniques in wood block printing, etching and other processes. Prerequisite: Art 232. 2 credits
- 451 Art Curriculum.** Selection and organization of subject matter, methods, materials and techniques for teaching and supervision of art. 2 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

- 431-531 History of Art.** Survey of the arts from the caveman to the present day. 4 credits
- 432-532 Modern Art.** Study of Contemporary architecture, painting and sculpture and the movements leading to them. 4 credits
- 438-538 Great Masters of Painting.** Several artists of different periods and countries. Growth of each from early drawings to their mature style. 4 credits
- 439-539 Art in the U. S.** Study of painting, sculpture, architecture and design in general from Colonial times to the present. Special emphasis on local, Minnesota and Midwest art and their particular problems. Permission of instructor. 4 credits

### COURSES FOR GRADUATE STUDENTS

- 544 Advanced Studio Work.** Special problems in any of the following—oil painting, water color painting, sculpture, design or commercial art. Prerequisite: Art 232 and Art 234 or equivalent. 4 credits
- 564 Design Laboratory.** Creative experimentation in many materials and critical analysis of result. Prerequisite: Design 232 and 234 or equivalent. 4 credits
- 599 Thesis in Art.** Independent study employing scientific methods and procedures in the solution of problems relating to Art education. 1-3 credits

## INDUSTRIAL ARTS

Mr. Burdette, Mr. Rawland, Mr. Larson, Chairman

The Industrial Arts Department helps the individual to develop concepts, understandings, and appreciations regarding industry, its tools, materials, processes, products, problems, conditions, and workers. Training is in an area of learning rather than in an isolated subject or course. The primary function of the Industrial Arts Department is to prepare industrial arts teachers for instruction on the junior and senior high school levels; to offer instructional material, non-vocational in nature which is an integral part of general education. Ever increasing functions are: meeting the needs of elementary school teachers, pre-professional people, recreational workers, and community groups.

**101 Industrial Education.** History, objectives, and philosophies of industrial education. The distinctions between industrial arts and trade-training. Techniques and devices for self-evaluation to determine fitness for major work in industrial arts. 2 credits

**124 Basic Wood.** The fundamental tools, materials, and processes used in woodwork. Primarily confined to handwork. Machines used only to dimension stock. Elementary wood finishes and finishing. 3 credits

**126 Basic Drawing.** The use and care of instruments; lettering, freehand sketching, orthographic; pictorial and working drawings; measurement and blue print reading. Instruments furnished by the department. 3 credits

**201 Applied Drawing and Design.** The application of the principles of drawing in design. Projects functional in the several industrial arts areas and at the various grade levels provide special problems. 2 credits

**205 Basic Crafts.** Art metal, plastics, fly-tying, jewelry making, lapidary, leather, wood carving, shellcraft and other areas of major interest and need. Also, sources of tools and materials of the several craft areas. 3 credits

**210 Construction and Upholstering.** The broad field of construction, repair and refinishing as applied to covered home furnishings. The sources of essential fabrics and other materials. Comparisons of types of construction. 2 credits

**215 Philosophy of Industrial Arts.** The ancestry of industrial arts as an area of general education. Present day philosophies and the factors indicating trends. 2 credits

**222 Basic Metal.** Fundamental processes of bench metal and art metal, and use of common metal working machines. The properties and characteristics of iron, steel and the non-ferrous metals. Principles and unit operations stressed. 3 credits

**224 Basic Graphic Arts.** The fundamental operation of composition, stone work, proof-reading, press work and distribution. Practical work in book-binding, silk screening, linoleum block cutting, duplicating, and lay out work. 3 credits

**226 Sheet Metal.** The principles of pattern development. The use of hand tools and machines common to the area. Manipulative work such as soldering, riveting, transfer, assembly, spinning, and finishing of sheet metals. 2 credits

**301 Junior High School Shopwork.** Special adaptations to the Minnesota State Curriculum at seventh, eighth and ninth year levels. Disassembly and assembly and the work kits or packaged projects adapted to the various levels. 2 credits

**305 Engineering Drawing.** The symbols and conventions common to the drawing of machines and machine parts. Special emphasis on auxiliary, revolution, assembly, sections, exploded views and patent drawings. 2 credits

**310 Pattern Making, Foundry, Forging and Welding.** The principles of pattern making and foundry. Casting of non-ferrous metals, forging of iron and steel, and gas and arc welding of common metals. 2 credits

## STATE TEACHERS COLLEGE

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**321 Elementary School Industrial Arts.** Projects, tools, and materials, and processes of hand-work suitable in the elementary grades. The organization of equipment and supplies, course content, and methods of teaching. Practical work in actual manipulative operations. 4 credits

**340 Recreational Crafts.** Preparation designed primarily for supervisory work in a broad recreational program. The sources of information, tools, and materials; and development of limited skills in basic craft operations. 3 credits

**341 Basic Electricity.** The primary laws of electricity, electrical wiring (circuits, splicing, soldering, etc.) experiments and construction, experiences with motors, transformers, heating devices, etc., and appliance repair. Prerequisite: Physics 232 or 232a. 3 credits

**343 Ceramics.** Fundamental hand and machine operations in the construction of pottery, plaster casting, and firing and glazing of clays. Experimentations with keene cement. 2 credits

**344 Machine Wood.** The care and use of woodworking machines and special hand tools. Mass-production aspect of woodworking machines. Activity of class based upon a group project whenever possible. 2 credits

**345 Architectural Drawing.** The standard symbols and conventions used in building construction drawing. The designing of the plan and elevation of an ideal home. Some work in landscaping and pictorial representation. 2 credits

**346 Machine Metal.** The care and use of the lathe, miller, shaper, metal saws, and other machinery common to the metal area. Advanced problems in foundry, welding, and heat treating. 2 credits

**347 Advanced Graphic Arts.** The principles and processes involved in letter press and offset printing. Problems in design and color printing common to typography. Special emphasis on plate making, photography and more advanced work of general printing, bookbinding and silk screen processes. 2 credits

**351 Course Construction.** Techniques and devices employed in analysis to determine operations, jobs and basic informations; the format for the organization of instruction within a particular area. A practical application of analysis within a philosophy of industrial arts. 2 credits

**401 Shop Planning, Equipment and Maintenance.** Theory and practice in planning industrial arts shops; and in selection, arrangement, and maintenance of equipment. The approaches to new shops and reorganization of existing shop areas. 3 credits

**403 Administration of Industrial Arts.** Budgets, requisitions, and storage of supply, methods of fund and material control, and pupil personnel problems and practices. 2 credits

**405 Power.** Theory and practical experience in varied sources of power; such as double and four stroke cycle engines; automotive, diesel, air-craft and steam engines. Prerequisite: Physics 231 or 231a. 3 credits

**407 Instructional Aids.** An application of audio-visual materials peculiar to industrial arts. Principles of displaying and exhibiting the results of instruction. Practical experience in the construction of comparison boards, cut-a-ways, object tests, wiring boards, tool panels, etc. 2 credits

**450 Methods in Industrial Arts Education.** Lesson planning, instruction sheet, personnel organization, individual and group activities, progress charts, community resources, evaluation and use of instructional aids. 2 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**417-517 Organization and Administration of Industrial Education.** A course designed to impart understandings of the organization and administration of the all-day, part-time and evening industrial programs. 3 credits

**431-531 Evaluation in Industrial Subjects.** Analysis of factors to be evaluated; instruments of measurement to be studied; and techniques of their use. 2 credits

**451-551 Selection and Organization of Subject Matter.** Technique of trade and job analysis, selection of teaching content, and the organization of content into instruction sheets and course material. 3 credits

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### COURSES FOR GRADUATE STUDENTS

**500 Special Problems.** Specific problem in industrial education. Also a service course for students who wish to study industrial problems as they relate to other fields. Permission of instructor.

2-6 credits

**505 Handicrafts Seminar.** A course approached both as a shop subject and a recreational activity. Activities based upon student demonstration and reports and permitting experimentation with new media.

2 credits

**510 Seminar in Industrial Education.** Group exploration of topics bearing on Industrial Education. (Example--Evolution of psychologies of learning as they relate to Industrial Education).

2 credits

**530 Improvement of Instruction in Shop Subjects.** Investigation of specific shop problems; improvement of individual skills and knowledges; opportunity for experimentation; and the setting up of new shop areas.

2-6 credits

**568 Current Literature and Research.** Analysis of the literature of the industrial field with special attention to individual readings and reports; the implications of such literature on current problems in Industrial Education.

4 credits

**573 Leaders and Movements in Industrial Education.** Contributors to the development of industrial education with special attention to the economic, social and philosophical factors motivating this development.

4 credits

**599 Thesis in Industrial Education.** Independent study employing scientific methods and procedures in the solution of problems relating to industrial education.

1-3 credits

### MUSIC

Mr. Barrett, Miss Carlsen, Miss Gant, Mrs. Huls, Miss Marvel,  
Mr. Stoney, Mr. Waugh, Chairman

The functions of the Music Department are: to prepare students to teach music at all levels in the schools, to foster the development of musical talent; to provide rich musical experiences for all students; to contribute to the musical life of the college, community and state.

**101 Fundamentals of Music.** The development of music theory, notation, rhythm, ear-training, and rapid sight singing. Required of all majors and minors in Music Education unless an examination proves this course is not needed. Prerequisite: The ability to sing music of school grade difficulty and to play the piano or an orchestral instrument.

1 credit

**113-313 Choral Organizations.** Mixed chorus, glee clubs and ensembles for concert and laboratory experiences. Membership open to any student on completion of a voice test. Requirement: 3 consecutive quarters for credit.

2 credits

**123 Humanities.** Significant aspects of man's creative works in music as related to art and literature through the study of masterpieces.

3 credits

**161-363 College Band.** An organization for concert, laboratory and marching experiences. Membership open to any student at the discretion of the director. Requirement: 3 consecutive quarters for credit.

2 credits

**161-363 College Orchestra.** An organization for concert and laboratory experiences. Membership open to any student at the discretion of the director. Requirement: 3 consecutive quarters for credit.

2 credits

## STATE TEACHERS COLLEGE

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**165-365 Piano or Organ.** Private study toward a comprehension of the principles of playing, including tone, technique, pedaling, interpretation; a knowledge of literature for the instrument. 1 credit

**167-367 Band or Orchestral Instruments.** Private lessons on string, brass, wood-wind and percussion instruments. Aspects stressed: fundamentals of tone quality, intonation, techniques and musical expression. 1 credit

**169-369 Voice.** Development of individual voices for solo performance and for the needs of Music Education. Understanding of the vocal mechanism; study of song literature. 1 credit

**220 Harmony.** Major and minor structures, intervals, triads in root position and inversion; relationship of primary and secondary triads, fundamental principles of chord progression cadences, four part harmonization, modulation, melodic writing and keyboard harmony. 5 credits

**221 Harmony.** The dominant seventh chord, secondary seventh chords, the diminished chords and their inversions; common altered chords; distant modulations, non-harmonic ornamental tones; harmonic analysis. 5 credits

**222 Harmony.** A continuation of Harmony 221. 5 credits

**250 The Teaching of Music in the Elementary School.** Methods in the teaching of music through the first six grades, including: training in the care of the child voice; enunciation and tone quality; song interpretation; ear training; demonstration teaching. 5 credits

**320 History of Music.** Primitive sources through the various periods of music literature to the present time. For majors or minors or elective at the discretion of the music faculty. 5 credits

**331 Counterpoint.** Fundamental principles of contrapuntal writing, in five species. Practical application in the composition of two and three part songs. Analysis of compositions by Bach and his predecessors. Prerequisites: Music 221 and 222. 4 credits

**340 Conducting.** Basic conducting principles in choral and instrumental music. Rehearsal techniques and examination of vocal and instrumental literature. 4 credits

**342 Advanced Choral Conducting.** A continuation of the course in Choral Conducting but with emphasis on larger choral works. Opportunities to conduct college organizations. Prerequisite: Music 340. 3 credits

**350a Elementary Music Education.** Methods in teaching rote songs; training in the care of the child voice; ear training; sight-reading; theory; appreciation; preparation of lesson plans; demonstration teaching. For majors and minors. 2 credits

**350b Elementary Music Literature.** Materials in rhythm, listening, singing, and creative music for grades one through six. 3 credits

**351a Secondary Music Education.** Methods of organizing classes and presenting school music in junior and senior high school. Survey of materials for the general music course, glee club and chorus, theory and music literature courses, school programs. Prerequisite: Music 350a or 350b. 2 credits

**351b Secondary Music Literature.** Junior and senior high school music literature, correlative materials. Formation of a music library for the secondary level. 3 credits

**352a The Theory of the Teaching of Band and Orchestra Instruments.** A study of procedures for teaching the various instruments. Methods for teaching string, woodwind, brass, and percussion instruments. 2 credits

**352b Instrumental Problems.** Fundamental techniques and skills involved in playing band and orchestral instruments. 4 credits

**355 The Teaching of Woodwind Instruments.** Flute, oboe, clarinet, bassoon, saxophone, including acoustical properties, selection and care of instruments, correct teaching techniques and methods for class instruction. Prerequisite: Instrumental ensemble experience. 2 credits



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**360 Music and The Classroom Teacher.** A course for the experienced classroom teacher. Includes an examination of current materials, procedures and equipment. Specific attention to individual needs. Prerequisite: Music 250 3 credits

**430 Instrumentation.** Band and orchestra instruments as to register and tone quality. Experience received in making arrangements of melodies for various types of instrumental ensembles. Prerequisite: Harmony 221. 3 credits

**440 Instrumental Conducting and Repertoire.** Qualities of a conductor, the use of the baton, rehearsal routine, problems of organizing and developing orchestras and bands in schools, and the examination and discussion of orchestral and band literature. 3 credits

**443 Analysis of Vocal Problems.** An elective for Vocal Majors and Minors. Voice production in all principle aspects: quality, diction, control. Discussion and demonstration with adult and adolescent subjects. Prerequisite: 1 year of voice. 2 credits

**444 Techniques of Marching Band.** A course for students in organization of marching bands, formation planning, scoring, and study of suitable repertoire. 2 credits

**450 Small Vocal Ensemble.** The training of all types of vocal ensembles. Study of suitable materials, experience in group direction. For majors and minors. 2 credits

**451 Small Instrumental Ensemble.** A laboratory course in brass, woodwind, string, and percussion instruments, study of chamber group methods and available music literature. 2 credits

**453 String Instrument Problems.** Emphasis on learning correct teaching techniques for the violin, viola, cello and double bass. Class instruction methods and materials examined. Opportunities to observe class teaching. Prerequisite: Instrumental ensemble experience. 2 credits

**Private Lessons in Voice, Piano, Band and Orchestral Instruments.** The fee for lessons in voice, piano, band or an orchestral instrument is \$15.00 per quarter. Class instruction in voice and piano is also offered. Majors and minors in music are not required to pay the fee. The fee for lessons in organ is \$20.00 per quarter.

Students not majoring in music and who wish the advantages of private or class work may register for the work at any time.

One half hour to one hour of practice per day is required of all voice students and one to two hours of practice per day is required of all piano and instrumental students.

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**454-554 Stringed Instrument Seminar.** Special projects in study of stringed instruments, including study of special techniques of bowing, position work and artistic skills. Survey of solo materials. 2 credits

### COURSES FOR GRADUATE STUDENTS

**520 Analytical Technique.** Harmonic, melodic and structural analysis of music in various periods with emphasis on aspects specifically needed by the student. 4 credits

**531 Choral Arranging.** Principles and devices in choral arranging for choruses of all types and degrees of development.

**542 Choral Literature.** A study of choral literature from Palestrina to the present day with special attention to the greater works in Oratorio, Operatic, Choral, Symphonic, and Mass form. 2 credits

**550 Music for the Classroom Teacher.** Advanced methods in the teaching of Public School Music through the first six grades. Unit study in connection with music, aids to the elementary teacher in her music integration, special projects in music in the classroom. A survey of current materials, and a comparison of teaching methods. 4 credits

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**553 Music Education Seminar.** Research and discussion of the latest developments in the field of Music Education. Individual problems analyzed and discussed. 2 credits

**599 Thesis in Music.** Independent study employing scientific methods and procedures in the solution of problems relating to music. 1-3 credits

## DIVISION OF BUSINESS

Mr. Archer, Mr. Day, Mr. Nash, Miss Whitford, Miss Williams  
Mr. Daggett, Chairman

The primary functions of the Division of Business are to prepare students for careers in education and in business. The college also serves as a regional college in offering a pre-business course for those who wish to transfer to other colleges. The Division of Business provides opportunities to acquire those personal and professional qualities which will increase occupational and professional competence.

The Division of Business contributes to the general education of the individual by providing an understanding of practical business principles, methods, and practices so that the individual is able to manage his own financial affairs, to accept his business responsibilities in the community as an informed citizen, and to act wisely as a consumer. It also provides the opportunity to acquire the personal business skills desired by the student. Students in Business may earn degrees in the following curriculums: (1) Bachelor of Science degree in Business Education; (2) Bachelor of Arts degree in Business Administration; (3) Associate in Arts degree in Business.

**201 Typewriting.** A course developing skill in the operation of the typewriter, and presenting simple letter writing and tabulation. 2 credits Fall, Winter, Spring, Summer

**202 Typewriting.** A continuation of Business 201, presenting forms and styles of letter writing, and stressing speed development. 2 credits Winter, Spring, Summer

**203 Typewriting.** A course correlated with Business 213 and required to be taken concurrently with Business 213, developing transcription ability and typewriting from the office-practice viewpoint. 2 credits Spring

**204 Typewriting.** A continuation of Business 202, including the typing of letters, stencils, drafts, legal documents, contracts, and other widely-used business forms, the use of the electric typewriter, and stressing greater accuracy and speed. 2 credits Spring

**205 Personal Typewriting.** A course designed particularly for those wishing to develop basic skill in the operation of the typewriter as an effective tool for personal and school work. Rental fee for machine: \$3.00 per term. No credit Fall, Winter, Spring, Summer

**206 Typing and Duplicating Skills.** A course presenting basic typewriting skill and stencil, gelatin, and direct-process duplicating, and designed to aid teachers in duplicating their own teaching aids such as job sheets, study guides, and tests. Open to any student except business majors and minors. 2 credits

**207 Machine Calculation and Filing.** Intensive drill on the ten-key adding machine, the key-stroke calculator, the crank-driven calculator, and filing practice and systems. 2 hrs. lab. 2 credits Fall, Spring

**208 Principles of Office Machines.** A continuation of Business 207, including, geographic, subject, and soundex filing, and specialization on either the key-stroke calculator, the crank-driven calculator, or in voice transcription. Alternate years. 2 credits

**211 Shorthand.** A course dealing with the fundamental principles of Gregg shorthand, the basic characters and their execution, and stressing reading and writing ability. May be waived by examination if the student has had one or more years of high-school shorthand with the approval of the Division of Business. Prerequisite: Typewriting or consent of instructor. 4 credits Fall

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**212 Shorthand.** A continuation of Business 211, completing the basic principles of Gregg shorthand and developing the ability to read shorthand notes fluently and to take dictation of a simple nature. 4 credits Winter

**213 Shorthand.** A continuation of Business 212, stressing speed and accuracy in taking dictation and transcribing new material of average difficulty. Students registered for this course are required to take Business 203 at the same time. 4 credits Spring

**214 Shorthand Review.** A course designed for students who have had shorthand in the past, but who need a refresher course. A complete year's work telescoped into one quarter, with emphasis placed on the building of an adequate shorthand vocabulary in some of the newer systems. Prerequisite: Consent of the instructor. 4 credits Summer

**221 Secretarial Science.** A course for those who have had some shorthand but whose ability to take shorthand and transcribe accurately is under 100 words per minute. Prerequisite: Ability to take shorthand at the rate of sixty words per minute and transcribe accurately. 4 credits Fall

**222 Secretarial Science.** A continuation of Business 221, introducing more rapid dictation and transcription, and integrating all forms of office correspondence. Prerequisite: Business 221. 4 credits Winter

**223 Secretarial Science.** A continuation of Business 222, increasing the student's dictation and transcription power. Prerequisite: Business 222. 4 credits Spring

**230 Basic Business.** A course providing an acquaintance with the business world, and supplying the knowledges, skills, and materials to teach basic business in high school. 5 credits Winter

**231 Survey of Business.** A course providing an understanding of the fundamentals of business organization, marketing, finance, managerial controls, and governmental regulation. 5 credits Fall, Spring

**232 Business Organization and Management.** A course dealing with the internal functional organization, management, and operation of a business enterprise, and affording an acquaintance with the job possibilities in industry. 4 credits Winter

**300 Survey of Business Law.** A course to prepare Business Education majors to teach business law in high school. 5 credits Winter

**311 Principles of Accounting.** An elementary course in basic principles, including a study of the balance sheet, the profit and loss statement, the trial balance, bookkeeping procedures, special journals and special ledgers. Accounting majors must start their accounting sequence at the beginning of their sophomore year. This course may be waived by examination upon the approval of the Division of Business. 4 credits Fall, Winter

**312 Principles of Accounting.** A continuation of Business 311, presenting valuation accounts, accrued and deferred items, the voucher systems, and partnerships. 4 credits Winter, Spring

**313 Principles of Accounting.** A continuation of Business 312, presenting corporations, departmental accounting, branch accounting, general factory accounting, budgeting, analysis and interpretation of financial statements. 4 credits Fall, Spring

**316 Business Communication.** A course dealing with effective business letters, application letters, correct English usage, and the psychological aspects of business letter writing. Prerequisite: Ability to typewrite. 4 credits Fall, Winter

**325 Civil Service Secretarial Training.** A course designed to prepare individuals who have had previous training in shorthand and typewriting for civil service examinations, and also to prepare students to teach civil service secretarial training on the secondary level. 4 credits Spring

**327 Clerical Office Practice.** A course dealing with handling mail, filing, duplicating, telephone activities, penmanship, keeping forms and records, operating adding and calculating machines, handling payrolls, being a receptionist, grooming, and applying for a position. 4 credits Spring

**400 Special Problems in Business Education.** A seminar or conference course for advanced students wishing to work out special problems in business education. 1 to 4 credits to be arranged. With consent of instructor.

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**401 Office Practice and Office Machines.** A course to develop a high degree of proficiency in the operation of standard office machines and an understanding of office procedures. 4 hrs. lab. Prerequisite: Ability to typewrite. 4 credits Fall, Spring, Summer

**406 Foreign Trade.** A study of the economic positions of nations which leads to foreign trade. Social, political and economic implications of foreign trade, principles and practices of foreign trade and methods employed in importing and exporting. Alternate years. 4 credits Spring

**407 Government Regulation of Business.** A study of public policy with respect to the regulation and control of business, the present laws regulating business, and current problems relating to the regulation of business. Alternate years. 3 credits Fall

**409 Business Report Writing.** Preparation of special business reports, bulletins, manuals of instruction and factual summaries. Various types of business reports, their structural elements and forms of presentation. Several short reports and a comprehensive analytical report on a practical business problem required. Alternate years. 4 credits Fall

**410 Personnel Administration.** Principles of personnel management, basic procedures in employment job and worker classification, morals, safety, training, labor relations and managerial statistics. Overview of selection techniques, interviewing, employee counseling, and job analysis and evaluation. Alternate years. 4 credits Fall

**419 Principles of Marketing.** Marketing functions, market institutions, merchandising, and pricing policies. 4 credits Spring

**420 Retail Store Management.** A course dealing with store management and operation, and including location, layout, organization, buying, receiving and marking, stock control, the merchandise budget, inventory methods, credit and collection, delivery, and personnel problems. 4 credits Fall

**421 Elements of Retail Merchandising.** Further study of markup, computation of profit, inventory valuation, stock control, merchandise planning, expense control, and merchandising policies. Alternate years. 4 credits Winter

**422 Principles of Advertising.** Basic course in the functions, theory and principles of advertising. Purposes of advertising, methods of appeal, and elementary problems of copy, layout, typography, and selection of media. 2 credits Spring

**431 Problems in Retailing.** Case-method study of problems in retail profit, merchandising policies buying, pricing, merchandise control, sales promotion, personnel, store system and operation, and finance. Alternate years. 4 credits Winter

**435 Business Law.** Introduction to the field of business law with particular attention to basic legal principles in contracts, and negotiable instruments. 4 credits Fall

**436 Business Law.** Problems in business law with special emphasis given to fields of bailments, common carriers, sales, partnerships, and corporations. 4 credits Winter

**437 Business Law.** Continuation of the study of law, with special emphasis on the following: personal property and real property, deeds, mortgages, landlords and tenants, bankruptcy, wills, and agency. 4 credits Spring

**440 Corporation Finance.** Basic course in business finance, dealing with the problems of starting a business, the selection of the form of business, organization, the financial operations of the modern corporation, and its relations with the business and investment world. 4 credits Spring

**444 Principles of Insurance.** A course dealing with property, liability, and life insurance, emphasizing the economics and social significance of the various types of life insurance contracts, and giving attention to the structure, management and investments of life insurance companies. 4 credits Winter

**451 Methods in Business Education.** A course dealing with the subject matter, materials, methods, devices, tests and measurements, for teaching business for everyday living, bookkeeping, and socio-business subjects. 3 credits Winter

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**452 Methods in Business Education.** A course dealing with the subject matter, materials, methods, devices, tests and measurements for teaching shorthand, typewriting, secretarial training, and office practice. 3 credits Spring

**455 Advanced Secretarial Training.** A course providing dictation and transcription skillbuilding in simulated office situations. Prerequisite: Ability to take and transcribe shorthand at the rate of 100 words per minute. 4 credits Fall

**456 Advanced Secretarial Training.** A continuation of Business 455, emphasizing speed in the production of all types of office work including letters, stencils, bills, reports, and a review of filing. Prerequisite: Business 455. 4 credits Winter

**457 Advanced Secretarial Training.** A continuation of Business 456. Emphasis on secretarial techniques. Includes office style dictation and transcription, a study of personality development, and practical secretarial problems. 4 credits Spring

**470 Income Tax Accounting.** A course designed to give the student the information necessary to ascertain and report correctly taxable income and compute the tax for individuals by making a general analysis of the federal and state income tax laws regarding such topics as gross income exclusions, deductions and exemptions. Alternate years. 4 credits Winter

**471 Elementary Cost Accounting.** A study of the principles of cost accounting and cost analysis. Alternate years. 4 credits Fall

**472 Auditing.** A course designed to give the advanced accounting student training in the theoretical and practical aspects of examining accounting records. Prerequisite: 24 credits in accounting subjects or consent of instructor. Alternate years. 4 credits Spring

**473 Advanced Income Tax Accounting.** A continuation of Business 470, including the reports necessary for partnerships, corporations, Social Security taxes, and the Federal estate and gift taxes. Alternate years. 4 credits Spring

**474 Advanced Cost Accounting.** Continued inquiry into the field of cost accounting and cost analysis, emphasizing the variations in accounting for overhead, special applications of cost accounting, differential cost analysis, and standard and estimated costs. Alternate years. 4 credits Spring

**475 Advanced Accounting.** A course dealing with the further study of current assets, non-current assets, liabilities, capital stock and surplus. Alternate years. 4 credits Fall

**476 Advanced Accounting.** A continuation of Business 475, dealing with the preparation of statements from incomplete data, correction of errors, statement analysis, statement of application of funds, partnerships, joint ventures, installment sales, consignment sales, agency and branch accounting. Alternate years. 4 credits Winter

**477 Advanced Accounting.** A continuation of Business 476, dealing with corporate combination, consolidated financial statements, the statement of affairs, receivership accounts and statements, accounting for estates and trusts, accounting for governmental units, and actuarial science as applied to accounting. Alternate years. 4 credits Spring

## COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**413-513 Office Management.** A course dealing with the problems involved in planning and directing the functions of business or professional offices, the executive duties and responsibilities of the office manager and the private secretary, and the supervision of employees. Alternate years. 4 credits Winter

**423-523 Salesmanship.** A study of the salesman, merchandise, customers, and the sale. Practical illustrations and demonstrations. 3 credits Fall, Spring



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**446-546 Consumer Education.** A general education course open to the entire student body, dealing with some of the more perplexing problems of personal banking, wise consumption, buying on credit, borrowing money, making investments, buying insurance, home ownership, household records, taxes and wills. 4 credits

**468-568 Personal Income Tax Accounting.** A course providing training in the preparation of personal income tax returns, both State and Federal. Not open to accounting majors. May be used as an elective on all of the business curriculums. 3 credits Summer

### COURSES FOR GRADUATE STUDENTS

**Bus. 580 Backgrounds of Business Education.** An integrated study of basic principles, philosophy, and curriculum development in business education. 3 credits Summer

**Bus. 581 An Evaluation of Current Literature in Business Education.** Provides a comprehensive knowledge of professional and business literature and furnishes guidance in evaluation and application of contemporary writings. 3 credits Summer

**Bus. 587 Improvement of Instruction in Business Subjects.** A study of methods and materials for raising the level of business-teacher preparation and for meeting the need for effective in-service education. Prerequisite: Business teaching experience. 4 credits Summer

**Bus. 599 Thesis in Business Education.** Designed for those who elect to write a thesis. 3 credits

### DIVISION OF EDUCATION, PHILOSOPHY, PSYCHOLOGY

Mrs. Bodoh, Mr. Clugston, Mrs. Colomy, Mr. Cotton, Miss Dunn, Mr. Edelfelt, Mr. Emery, Mr. Erickson, Mr. Gilbert, Mr. Holmgren, Mr. Lohmann, Miss Maier, Mr. Menninga, Mr. Mitchell, Miss Neale, Mr. Nunn, Mr. Perry, Mr. Peterson, Mr. Talbot, Mr. VanNostrand, Miss Williams, Mr. Woronoff, Mr. Yates, Mr. Slobetz, Chairman.

The chief function of this division is to provide students with opportunities for learning how to guide direct, stimulate, and evaluate the development and growth of children and youth. These professional activities place emphasis upon the task of the school in (1) assaying society's needs and defining the kinds of behavior which children and youth must exemplify for effective living in our democracy, (2) selecting the school experiences requisite to attainment of this behavior, (3) organizing these school experiences and stimulating children to interact with them in the direction of the new behavior patterns, (4) evaluating this behavior with respect to the school's original objectives.

### EDUCATION

**20 Reading Rate Improvement.** Rate and adaptation of rate emphasized. College students who have acceptable scores in the college reading entrance tests are eligible for this course. Non-Credit

**22 Improvement of Reading Efficiency.** Reading course with special emphasis on comprehensive and study skills. Open to all students who desire to improve their efficiency in reading. Non-Credit

**103 Community Experiences.** Opportunity for supervised experiences with children and adults prior to professional laboratory experiences. Boy and girl scout work, playground supervision, church classes, field trips and excursions. 0 to 4 credits

**201 American Public School System.** Backgrounds and current trends in public education; attitudes and appreciations concerning the functioning of the schools at the federal, state and local levels; responsibilities and opportunities with respect to the growth of teachers within the profession. 2 credits



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- 250 The Teaching of Reading in the Elementary School.** Reading readiness, the initial period of reading instruction, grouping, phonics and other word attack skills, lesson planning, work-type reading and recreatory reading. Observations in the training school at all grade levels. 4 credits
- 256 Rural School Methods and Management.** Administrative problems and procedures typical in small town and rural schools including (1) Program of studies, (2) Unit and lesson planning, (3) Care of library materials, (4) Requisitioning of instructional materials, (5) School laws, records, and reports. 2 or 4 credits
- 345 Diagnostic and Evaluative Procedures.** Basic philosophy of measuring and evaluating pupil growth and achievement; examination, administration and interpretation of standardized tests; construction and use of informal evaluation and measurement devices; elementary statistics involved in the use of informal and standardized tests. Prerequisite: Psych. 363. 4 credits
- 346 Directed Observation.** Observation in the campus laboratory school with interpretative discussions of the teacher-pupil activities. Readings to formulate principles and standards of successful teaching. Topics chosen on basis of student needs. 2 or 4 credits
- 351 Kindergarten, Primary Education.** Aims, methods, philosophy, continuity of growth problems in unified kindergarten, first grade education. Required for students specializing in kindergarten-primary education. 4 credits Winter
- 352 Kindergarten Education.** Organization and methods of instruction in the kindergarten, characteristics and needs of the five-year-old child; problems of individual children, equipment and records; the curriculum; and supervised observations in the kindergarten. Students are required to teach in the kindergarten throughout the same quarter. 4 credits Fall, Spring
- 356 Activity Units for Elementary Schools.** The "Activity Curriculum," its present status, its objectives and methods, how it meets needs and interests at each grade level, how it provides for growth in habits, skills, attitudes and understandings. Films, demonstrations, and planned activities. Observations in college laboratory schools. 4 credits
- 357 Guidance of Learning Activities II.** A continuation of Guidance of Learning Activities I. Special techniques and methods in relation to guidance of learning activities in various curriculum areas, especially science and social studies in the elementary school. A required course for all students preparing for elementary teaching. Prerequisite: Psychology 363. 5 credits
- 358 Recent Trends in Reading.** A course for those teachers who have not had a recent course in reading methods. Teaching techniques and procedures which are most effective at the present time. Current reading materials and reading programs based on the needs, interests, and abilities of all children. 4 credits
- 360 Aviation Education.** A course designed to prepare teachers to use vocabulary, information, and teaching materials of the Air Age. No previous experience in aviation necessary. Three credits for class work. One credit additional for eight hours of approved flight experience.
- 366 Curriculum.** Examination of curriculum materials in elementary and secondary schools; relation of subject areas to childhood and youth education; discussion of trends and issues in curriculum. Class procedure emphasizes group ways of working. Participation in the campus school is a course requirement. Prerequisite: Psychology 363. 3 credits
- 369 Educational Photography.** Use of still and movie cameras and photographic darkroom equipment to secure educational pictures. 4 hours per week. 3 credits
- 370 Junior High School Education.** The junior high school: its philosophy, development, status, functions, curricula, organization and management. 4 credits
- 436 History of Education in American Culture.** Appraisal of distinctive patterns of American education from colonial times to the present. Social and intellectual factors shaping our educational theory and practice; controversies which arise when inherited traditions confront new conditions and new demands. 4 credits

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### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**400-500 Reading and Conference.** Individual readings and conferences with staff members. Subject matter to be determined by the student's needs. Terms and hours to be arranged.

**415-515 The Teaching of Reading in the Primary Grades.** Methods and materials for first three grades. Reading readiness, ways of determining readiness for reading and planning a program of readiness activities for children not yet ready for reading. The teaching plan of the various reading programs on the market to be studied carefully through the use of teacher's manuals. 4 credits

**416-516 The Teaching of Reading in the Intermediate Grades.** Special emphasis on work-type reading, adjusting the reading program to the individual differences, word attack skills including the dictionary, and grouping in the intermediate grades. An independent reading program for information and pleasure. 4 credits

**417-517 Developmental Reading in the Junior and Senior High School.** The nature of the high school reading program; the development of reading techniques and skills; development of vocabulary, reading interests, and reading ability in the content fields; appraisal of reading abilities; and diagnosis and remediation. 4 credits

**419-519 Administration and Supervision of the Reading Program.** Emphasis on implementation and improvement of the reading program from pre-reading through corrective procedures in high school. 4 credits

**421-521 The Analysis and Correction of Reading Disabilities.** Causes of reading difficulties, procedures used to diagnose and to correct them. The relationship of the following factors to reading disabilities will be considered: vision, hearing, speech, intelligence, preference, health, readiness, home environment, and school environment. Prerequisite: Psychology 262 and Education 250 or equivalent. 4 credits

**423-523 Practice in the Analysis of Reading Disabilities.** Clinical experiences in the administration and interpretation of various techniques available in diagnosing reading disabilities. Opportunity to determine the causes of disabilities found in cases sent to the Psycho-Educational Clinic and to prescribe needed remediation. Prerequisite: Education 421. 4 credits

**425-525 Practice in the Correction of Reading Disabilities.** Clinical experiences in the correction of reading disabilities of cases diagnosed by the Psycho-Educational Clinic. Prerequisite: Education 421. 4 credits

**450-550 School Law.** Study of statutes and judicial decisions affecting public education in Minnesota and other states. Discussion of legal authority, powers, and liabilities of school personnel with respect to school finance, curriculum, property, contracts, pensions, tenure, etc. 3 credits

**468-568 Audio-Visual Materials and Methods of Instruction.** Techniques of utilizing community resources, field trips, display materials, projected still pictures, motion pictures, television, sound recordings, radio, etc., in educational programs. Opportunity to learn equipment operation. 4 credits

**472-572 School Organization and Administration.** Types of organization for elementary and secondary schools, classification and promotion of pupils; the administration of service departments; public relations; effective office plans; the elementary and secondary school principalship; teacher-pupil relationships; co-curricular activities. 4 credits

**474-574 Educational Administration.** The administration of education in the United States; problems related to the participation of the Federal government in education; organization and duties of State departments of education; types of school districts; major activities of boards and superintendents of local school units. 4 credits

**476-576 Supervision and Improvement of Instruction.** A general course in supervision for students in both elementary and secondary schools; opportunities for concentrated work in various fields of emphasis. 4 credits

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**478-578 Supervision of Student Teaching in Elementary and Secondary Schools.** A study of the principles and techniques of supervision of student teachers. Attention is given to the nature and purpose of student teaching in the professional curriculum and procedures for guiding the student in planning and evaluating learning activities. Prerequisite: Two years successful teaching experience. 4 credits

**495-595 Workshop in Elementary Education.** Specific teaching problems of experienced teachers; intensive study under direction of workshop staff who give personal guidance, suggest methods, references, and resources. Prerequisite: Teaching experience and permission of workshop staff. 4 to 8 credits

### COURSES FOR GRADUATE STUDENTS\*

**566 Curriculum Improvement.** Procedures and programs of curriculum improvement with emphasis on curriculum change as social process; factors involved in leadership in curriculum development; problems of production and utilization of curriculum documents; emphasis on role of action research in curriculum improvement. Prerequisite: Ed. 366 or equivalent. 3 credits

**567 Human Relations.** Study of techniques and the practice of group interaction in problematic human relations situations. Case analysis; group discussion; sociodrama and role-playing; action research--community and school projects. 3 credits

**570 Workshop in Audio-Visual Materials and Methods of Instruction.** Opportunity for experienced teachers and administrators to study questions and problems about instructional materials and methods that are of mutual interest. Activities to be based on needs of workshop members. 4 credits

**580 Statistical Methods in Education.** Basic Statistics for workers in Education. Advanced study of measures of central tendency, measures of dispersion and correlation theory; introductory study of sampling problems and tests of significance. Emphasis on both the use and the interpretation of statistical technics. 3 credits

**599 Thesis in Education.** 1-3 credits

## PHILOSOPHY

**444 General.** General acquaintance with the nature and place of philosophy in human thought, its problems, achievements, outstanding thinkers. Integration of experience into meaningful life philosophy. 4 credits

### COURSES FOR GRADUATE STUDENTS

**559 Problems in American Education.** Emphasis on the most general of the issues arising in our American educational situation. Organizing principle of education in a democracy; the school and the state; education and social reconstruction; public schools and religious education; academic freedom; teaching controversial issues. 3 credits

## PSYCHOLOGY

**121 Introductory Psychology.** Individual human behavior from a biological-social frame of reference; history of the science; physical basis of behavior; environmental basis of behavior; functional integration of physical and environmental influences (observation, learning, intelligence); practical applications. 4 credits

**122 Applied Psychology.** An analysis and interpretation of the facts and principles surveyed in General Psychology; the application of accepted techniques in reference to personality, vocational and social adjustments and relationships; personnel guidance toward the understanding of practices in modern business and the professions: Law, Education, Medicine, Engineering, Journalism. Prerequisite: Psychology 121. 4 credits

\*Graduate students must select three of the following courses for a core of nine quarter hours in professional education: Ed. 566, Curriculum Improvement; Ed. 567, Human Relations; Philosophy 559, Problems in American Education; and Psychology 563, Advanced Educational Psychology.

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**262 Human Growth and Development.** From prenatal period through adolescence; significance of physical, intellectual, emotional, and social phases as related to total growth; implications for education. Prerequisite: Psychology 121. 4 credits

**363 Guidance of Learning Activities I.** Psychology of learning in relation to general teaching method; emphasis on the general nature of learning and the motivational bases of learning; classroom as a learning laboratory. Prerequisite: Psychology 262. 5 credits

**371 Psychology of Exceptional Children.** Recognition, needs, and guidance of children who deviate significantly from the average in physical, mental, emotional, or social characteristics; implications for education of all children. Prerequisite: Psychology 262. 4 credits

**441 Psychology of Childhood.** Emphasis on early, middle, and later childhood; principles and philosophy of growth, and implications for education of elementary school children; mental hygiene focus. Prerequisite: Psychology 262. 4 credits

**443 Psychology of Adolescence.** Behavior of the adolescent; characteristics unique to this age group; home, school, and community relations; application at secondary school level. Prerequisite: Psychology 262. 4 credits

**482 Experimental Psychology.** An overview of the classical experiments in psychology; a brief history of the development of experimental psychology; and introduction to psychometric methods. 1 hr. Disc., 4 hrs. Lab. 3 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**464-564 Principles and Procedures in Guidance I.** Philosophy of guidance, individual appraisal, counseling services, informational services, placement organization, group guidance activities, staff service and contributions, and program organization and administration. Prerequisite: Education 345. 3 credits

**465-565 Principles and Procedures in Guidance II.** Methods of achieving guidance program objectives; laboratory experiences and case studies. Prerequisite: Psychology 464. 3 credits

**471-571 Mental Hygiene.** A study of the characteristics of wholesome personality; reading, discussion, and observations to train the prospective teacher in methods and aims of mental hygiene; emphasis on both personal development and techniques of effective adjustments in the teaching situation. Prerequisite: Psychology 121 and Psychology 262. 3 credits

**475-575 Abnormal Psychology.** A survey of the types of functional and organic deviations of psychic activity for the purpose of understanding the normal behavior of human personality with greater clarity and precision. 4 credits

**477-577 Introduction to Clinical Psychology.** An introduction to the courses, symptoms and results of various disorders of personality; consideration of preventive measures, treatment procedures, and resources in clinical guidance work; methods used in dealing with behavior and personality problems; continues through two quarters. 3 or 6 credits

**481-581 Psychology of Elementary School Subjects.** The laws of learning as applied to the elementary school subjects with special attention to the most recent investigations and reports. Conformity of school practices and procedures with accepted or established principles. Discovery of the source and nature of pupils' difficulties in the learning of the elementary school subjects. 4 credits

**484a-584a Senior Seminar, History of Psychology.** The great systems, experiments, and personalities in the development of modern psychology. 2 credits

**484b-584b Senior Seminar, Schools of Psychology.** Current systems or schools of psychology with a comparative study and critical analysis of each, together with study of the contributions of outstanding persons in each of the schools. 2 credits

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**484c-584c Senior Seminar, Psychology of Personality.** A study of common human traits together with the individual factors which by their vital relationship within the individual develop the human personality; consideration of personality organization and development, interpersonal relationships, and the individual's frame and field of reference. 2 credits

**486-586 Psychometric Technique Binet.** The measurement of intelligence by means of the Stanford revision of the Binet-Simon technique; demonstrations, lectures, practice in administration of the tests, observation of the individual by the instructor. Admission by consent of the instructor. 3 credits

### COURSES FOR GRADUATE STUDENTS

**563 Advanced Educational Psychology.** Principles of psychology of learning and experimental findings, and application to problems encountered in teaching and learning. Examination of theories of learning. Prerequisite: 15 credits of Education and 12 credits of Psychology. 3 credits

**599 Thesis in Educational Psychology** 1-3 credits

## TEACHING

**231 Elementary School Teaching.** Supervised teaching in the campus laboratory school. Teaching will be done during the second or third morning period; conferences will be held during the second afternoon period. 1st Summer Session 4 credits

**335 Kindergarten Teaching.** Supervised teaching in the campus school kindergarten. An elective for students on the provisional elementary curriculum or as part of required teaching on the four year degree-elementary curriculum. Prerequisite: Education 351. Required parallel: Education 352. 4-7 credits

**371 Elementary School Teaching.** Supervised teaching in the campus school or Psycho-Educational Clinic from 8:00 A.M. to 12:00 Noon, or 1:00 to 5:00 P.M. Hours at the Clinic to be arranged. 7 credits

**372 Junior High School Teaching.** Supervised teaching in the campus school or Psycho-Educational Clinic for students in the Junior High School curriculum. 8:00 A.M. to 12:00 Noon, or 1:00 to 5:00 P.M. Hours at the Clinic to be arranged. 7 credits

**373 Special Area Teaching.** Supervised teaching in the campus school or Psycho-Educational Clinic for students with majors in special areas (Fine Arts, Industrial Arts Health Education, Physical Education, Health and Physical Education, Music.) 8:00 A.M. to 12:00 Noon, or 1:00 to 5:00 P.M. Hours at the Clinic to be arranged. 7 credits

**380 Rural School Teaching.** Supervised teaching in an affiliated rural school for six weeks with students temporarily living in the community and spending full time at the school. The preferred plan is to precede T 380 with T 371. 8 credits

**433 Elective Teaching** Supervised teaching available to students desiring additional teaching in the Psycho-Educational Clinic, Youth Conservation Commission, or a special subject in which the major or minor is taken. 2-4 credits

**451 Elementary School Teaching.** Full-time, full-quarter supervised teaching in affiliated public schools. The student will live temporarily in the community. Prerequisite: Psychology 363, Education 366. 15 credits

**452 Secondary School Teaching.** Full-time, full-quarter supervised teaching in affiliated public schools for students on the degree secondary curriculum. The student will live temporarily in the community. Prerequisite: Psychology 363, Education 366. 15 credits



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**453 Special Area Teaching.** Full-time, full-quarter supervised teaching in affiliated public schools for students with majors in the special areas. The student will live temporarily in the community. Prerequisite: Psychology 363, Education 366. 15 credits

**481 Elementary School Teaching.** Supervised teaching in affiliated public schools for six weeks, with students living temporarily in the community and spending full time at the school. Prerequisite: T 371. 8 credits

**482 Junior High School Teaching.** Full-time supervised teaching for six weeks in affiliated public schools for students on the Junior High School curriculum. The student will live temporarily in the community. Prerequisite: T 372. 8 credits

**483 Special Area Teaching.** Supervised teaching for special area students in affiliated public schools, full-time for six weeks. The student will live temporarily in the community. Prerequisite: T 373. 8 credits

**491 Speech Clinic Teaching.** Supervised teaching and clinical experience working with children and adults in speech correction. Discussion of approved practices in clinical testing, interviewing, and therapeutic techniques. Required parallel: Speech 481. 2 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**479-579 Practicum in Supervision and Coordination.** Supervised experience in the role of supervisor or consultant to elementary or secondary teachers in the special areas; open to students with majors or minors in the special areas. Parallel or prerequisite: Education 476-576. Credits to be assigned

## DIVISION OF HEALTH AND PHYSICAL EDUCATION

Miss Barker, Miss Case, Mr. Colletti, Miss Curran, Mr. Gerdes, Mr. Kasper,  
Mr. Luymes, Miss McKee, Mr. Brainard, Chairman

Health and Physical Education is a means of education through knowledge, activities, and experiences. These are selected and conducted to enable the individual to develop and maintain maximum mental and physical efficiency, to acquire useful skills, to conduct himself in socially acceptable ways and to enjoy wholesome living. The work in Health and Physical Education is classified under two headings, namely: (1) Courses for majors and minors, and (2) Courses for the general student.

A major or minor in Physical Education may be earned only by students enrolled in the four-year course. Diploma course students may be recommended for special aptitude in Physical Education provided at least twenty quarter hours have been earned in this field.

Students electing to major in Physical Education must complete thirty-six required hours as listed. Minors must complete twenty-four required hours as listed.

Physical Education is required of all students. Degrees and Diplomas are granted only after all requirements are met including four one-quarter hour courses in physical education. Only one hour credit may be earned in any one quarter to apply on constant requirements except for majors and minors. A student whose major or minor is in another department may select other courses in physical education to apply toward graduation.

No minors (men) are eligible to take the coaching courses Physical Education 251-253-255 until they have completed eight credits in other physical education courses.

All students are required to take a physical-medical examination. Individual courses are arranged for those found unable to take the regular work. Students may be excused from activity courses if they are 40 or over, or if the College Health Service so recommends. These hours may be made up in the field of health.

Students are asked not to purchase gymnasium suits or shoes until after the first meeting of the class. Uniforms range from \$1.00 to \$5.00 depending upon the course taken.



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### HEALTH EDUCATION

- 115 Personal Hygiene.** Care and development of good health habits including mental and emotional health. 2 credits
- 210 School Nutrition.** The role of nutrition in child development. Fundamentals of diet and dietary problems and the school lunch with brief laboratory experience. 2 credits
- 310 The School Health Program.** The analysis and interpretation of various aspects of the school health program and the study of their relationship to the health of the school child. An examination of the healthful school environment and regime, health services, health instruction, the health council, and the philosophy of a broad health program. 2 credits
- 320 Problems in Health Education.** Correlated problems included in the administration of a health curriculum, such as: the individualized health program, education in stimulants and narcotics, social hygiene, safety education and recent developments in the field of health. Prerequisite: Health Education 310. 2 credits
- 338 Methods and Materials in Health Education.** Activities, projects and units in health curriculums at various age levels. Field trips, teaching observations, practical problems and evaluation of pertinent materials, texts and state course of study. 4 credits

### PHYSICAL EDUCATION

#### MAJOR COURSES

##### Men and Women

- 204 First Aid, Safety and Training.** The theory and practice of conditioning the body for strenuous exercise and caring for injuries through first aid. 2 credits
- 345 Human Physiology.** Lectures, quizzes and demonstrations giving a general knowledge of the structure and functions of the human body. Especially adapted to teachers in Physical Education. 4 credits Fall
- 348 Anatomy and Kinesiology.** Gross structure of the body, such as skeletal, muscular, circulatory, respiratory, nervous, etc., and the part each system plays in the various actions of the body during big muscle activity. Applied anatomy and kinesiology as used in physical education work. Prerequisite: Physical Education 345. 4 credits Winter
- 432 Techniques in Teaching Dancing.** A comprehensive knowledge of available materials and methods of teaching social, tap, folk, and modern dance. 2 credits
- 451 Health Education and Corrective Gymnastics.** Health phase of the physical education program and the corrective or remedial measures to be used in providing adapted exercises and procedures in handling individuals with handicapped conditions. Prerequisite: Physical Education 348, or consent of instructor. 4 credits Winter

#### MAJOR COURSES

##### Men

- 151 Gymnastic Stunts.** The theory and practice of fundamental skills involved in doing exercises on and with apparatus. Exercises are taught which show progression in difficulty. 2 credits
- 251 Coaching Basketball.** The theory and practice of coaching different styles of offense and defense. Fundamentals are taught such as: passing, dribbling, turns, stops, and team strategy. Open only to majors or minors in physical education. 2 credits
- 253 Coaching Track and Baseball.** The theory and practice of the fundamental skills involved in each sport. Team strategy discussed. Open only to majors and minors in physical education. 2 credits

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**255 Coaching Football.** The theory and practice of coaching different styles of offense and defense. Fundamentals of forward pass, punting, center pass and team strategy. Open only to majors and minors in physical education. 2 credits

**257 Recreational Activities.** Skills and methods involved in handball, badminton, ping pong, shuffle board, skating, hockey, and similar games. 2 credits Winter

**259 Swimming.** The theory and practice of skills in various strokes, life saving, resuscitation and fancy diving. Methods of conducting classwork in water activities and competitive water events. 2 credits

**261 Dancing and Rhythms.** The study and practice of simple rhythms, folk, square and social dancing. 2 credits

**263 Sports Education.** Skills and methods involved in some of the so-called minor sports such as: soccer, archery, volleyball, speedball, and games of like nature. Training in directing marching, and conditioning exercises. 2 credits Fall

**305 Officiating--Football and Basketball.** The techniques involved in officiating high school football and basketball. A study of the rules governing these sports. Six weeks will be devoted to each sport with some practical work assigned in each area. 2 credits Fall

### MAJOR COURSES

#### Women

**101a Hockey and Soccer.** An introduction to techniques of fundamental skills. 1 credit

**101b Folk Dancing.** An introduction to techniques of fundamental skills. 1 credit

**102a Volleyball and Basketball.** An introduction to techniques of fundamental skills. 1 credit

**102b Advanced Folk Dancing.** An introduction to techniques of fundamental skills. 1 credit

**103 Softball.** An introduction to techniques of fundamental skills. 1 credit

**104 Rhythm Techniques.** An introduction to techniques of fundamental skills. 1 credit

**105 Modern Dance.** An introduction to techniques of fundamental skills. 1 credit

**106 Gymnastics and Apparatus.** An introduction to techniques of fundamental skills. 1 credit

**258a Coaching.** Instruction in the teaching and officiating of soccer, speedball and hockey. Prerequisite: One quarter of activity in each. 2 credits

**258b Coaching.** Continuation of 258a. Volleyball, basketball, and badminton. Prerequisite: One quarter of activity in each. 2 credits

**258c Coaching.** Continuation of 258b. Tennis and softball. Prerequisite: One quarter of activity in each. 2 credits

**332 Tumbling and Pyramid Building.** Instruction in tumbling and simple pyramid building for grades and high school. Open to all students. Prerequisite: Three quarters of physical education. 1 credit

**340 Technique of Teaching Swimming.** Principles and theory of teaching techniques of swimming. Methods of presenting units of work and class organization in water activities. 1 credit

**353 Organization of Materials.** The Method of presentation and adaptation of materials on elementary and secondary levels. 4 credits

**455 Extra Curricular Activity of Physical Education.** Organization and administration of Play Days, Sports Days, Demonstrations, Pageants, Intramural Programs, and G.A.A. 1 credit

## ST. CLOUD, MINNESOTA

### GENERAL COURSES

- 121 Wrestling.** Skills in performing fundamental positions, holds and breaks, taking opponent to mat and defenses, riding opponent, offense and defense. (m) 1 credit
- 123 Curriculum.** An overview of the state curriculum in health and physical education. Required of all men students. (m & w) 1 credit
- 126 Gymnastic Stunts.** Skills in balancing in both single and double stunts. (m) 1 credit Fall
- 127 Individual Athletics.** Self testing activities in fundamental skills in throwing, running, jumping, climbing, vaulting. (m) 1 credit Fall, Spring
- 128 Individual Gymnastics.** Special exercises for the correction of remedial defects. Physically handicapped students are advised to take this course. (m) 1 credit
- 129 Swimming.** A beginner's course in the fundamental skills involved in one or two of the most common strokes. (m) 1 credit
- 130 Skating.** Skills involved in doing some of the simple strokes. Some stunts and speed work. (m & w) 1 credit Winter
- 131 Stunts and Games.** The materials, methods, and outlines of stunts, games, achievement, and efficiency tests for the elementary teacher. Required of all elementary and rural students. (m & w) 1 credit
- 132 Individual Games.** Individual and dual sports such as badminton, shuffle board, deck tennis, table tennis, etc. (m & w) 1 credit
- 133 Folk Dancing.** Simple rhythmic work and dances of different nations. Selection of materials and teaching technics for various grade levels. Required of all elementary students. (m & w) 1 credit
- 134 Folk Dancing.** Introduction to advanced folk dancing, square dancing, and social dancing. Open to both men and women. Prerequisite: Physical Education 133. (m & w) 1 credit
- 135 Observation and Individual Gymnastics.** A course for students unable to participate in an activity course. To be substituted for the required work upon recommendation of school nurse or doctor, or department of physical education. (w) 1 credit
- 136 Swimming.** For students who cannot swim. The technics of elementary strokes and diving. (m & w) 1 credit
- 138a Swimming.** A continuation of 136 with emphasis on side, back and crawl strokes. (m & w) 1 credit
- 138b Swimming.** For students who wish to work on advanced strokes and diving. (m & w) 1 credit
- 140 Advanced Swimming.** A student may qualify for Senior Life Saving. Achievement in feats of endurance, speed and skill. Prerequisite: Physical Education 138. (m & w) 1 credit
- 141 Body Mechanics.** Health habits, normal carriage, flexibility according to individual needs and abilities. (w) 1 credit
- 142 Hockey.** Individual skill in team strategy, to provide the student with ability for teaching and officiating. (w) 1 credit
- 143 Soccer.** Individual skill in team strategy, to provide the student with ability for teaching and officiating. (w) 1 credit
- 144 Volleyball.** Individual skill in team strategy, to provide the student with ability for teaching and officiating. (w) 1 credit
- 145 Basketball.** Individual skill in team strategy, to provide the student with ability for teaching and officiating. (w) 1 credit

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**146 Softball.** Individual skill in team strategy, to provide the student with ability for teaching and officiating. (w) 1 credit

**203 First Aid.** A standard first aid course designed to acquaint students with basic knowledge of skills necessary to give first aid to victims of accidents or sudden illness. (m & w) 1 credit

**205 First Aid.** An advanced course which gives the student a working knowledge of advanced techniques in giving first aid to victims of accidents or sudden illness. Prerequisite: Physical Education 203. (m & w) 1 credit

**207 First Aid.** A course designed to qualify students to teach first aid and issue American Red Cross certificates. Prerequisite: Physical Education 205. (m & w) 1 credit

**210 Elementary Technique in Physical Education.** Organization, presentation and administration of material given in Physical Education 131 and Physical Education 133. Prerequisite: Physical Education 131 and 133. (m & w) 1 credit

**230 Tennis.** Fundamental strokes, court position, net play, footwork, rules. Each student must furnish own equipment. (m & w) 1 credit

**233 Rhythmic Fundamentals.** Techniques and rhythmic fundamentals to increase range, strength, flexibility, rhythm, and balance, and a knowledge of musical notations, terminology, and form as these are related to dance. (m & w) 1 credit

**234 Modern Dance.** A continuation of Physical Education 233. Development of the student's movement vocabulary through the acquisition of skills in advanced dance technique and in dance composition. Prerequisite: Physical Education 233. (m & w) 1 credit

**235 Square Dancing.** A course to satisfy the interest developed within other rhythm classes and to create interest in the historic and literary significance of the Square Dance. (m & w) 1 credit

**238 Archery.** Basic techniques for target shooting. Use and care of equipment, terms, rules, and etiquette. (m & w) 1 credit

**310 Tap Dancing.** Simple tap fundamentals and dances. (m & w) 1 credit

**312 Camping Education.** A course to acquaint students with types of camps, with underlying philosophies and trends with emphasis on camp standards, program planning, cabin counseling, and camp craft skills. (w) 4 credits

**330 Golf.** Fundamental strokes, rules, terms, etiquette. Each student must furnish own equipment. (m & w) 1 credit

**336 Life Saving.** Theory and practice of methods used in Red Cross Life Saving and Water Safety. (m & w) 1 credit

**338 Water Safety.** The training of Red Cross Water Safety Instructors. Two sections: theory of teaching techniques and a practical water test. Prerequisite: Physical Education 336. (m & w) 1 credit

**Intramural Program for Women.** A part of the recreational setup of the department of Health and Physical Education for Women. Seasonal team and individual sports.

Membership in W.A.A. open to all women. Emblems and awards for participation in intramural program.

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**411-511 Organization and Development of Physical Education in the Elementary School.** Principles, problems and procedures in the development of the elementary school program in physical education. Open to four-year elementary graduates. 4 credits

**450-550 Curriculum in Physical Education.** Principles and methods of curriculum construction in physical education. Planning of units of work, keeping in mind the psychological, sociological, and physiological factors involved. Open only to majors and minors except by consent of instructor. 4 credits

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### COURSES FOR GRADUATE STUDENTS

**530 Seminar in School Health Education.** Critical study of the problems confronting teachers engaged in teaching or supervising health education in the public schools. 4 credits

**552 Tests and Measurements in Physical Education.** Critical study of tests and measurements available in physical education; methods of constructing and evaluating new tests and measurements. Open to majors and minors. 3 credits

**560 Problems in Physical Education.** Consideration of special problems in physical education including facilities, equipment, space, time, costs, etc. with emphasis on the social, physiological and psychological implications involved. Open to majors and minors. 4 credits

**599 Thesis in Physical Education.** 1-3 credits

### DIVISION OF LANGUAGES AND LITERATURE

The Division of Languages and Literatures combines several related areas and departments: Foreign Languages, Communication, Literature, Speech, Journalism, and Library Science. The objective of these Language Arts is to foster an intelligent and steadfast outlook upon the future. Specifically, the program affords the student an opportunity to achieve emotional stability and maturity through wide reading and individual expression; to gather and examine life aspects critically; to develop intellectual curiosity and appreciation; and to organize ideas purposefully.

### FOREIGN LANGUAGES

Miss Banta, Chairman

Acquiring a foreign language is in itself a widening of the student's mental horizon. With many business and military posts now available abroad, the proficient student may find a practical application for his knowledge.

#### FRENCH

**131, 132, 133 Elementary French.** The elements of French grammar and diction, simple reading, composition and conversation based on French civilization. A continuous year's work required for credit. 12 credits

**231, 232, 233 Intermediate French.** A thorough grammar review. Composition based on standard French texts. Extensive reading of moderately difficult French. Practice in conversation. Open to those who have had two years of French in high school or one year in college. A full year of work required for credit. 12 credits

**331, 332, 333 Advanced French.** A survey of French literature. A study of the principal writers and representative work of each from 1600 to the present. Conversation and composition based on the reading. Prerequisite: French 233 or equivalent. 12 credits

**431, 432, 433 Advanced French.** A critical study of French masterpieces, free composition. Conversation based on Modern French usage. 12 credits

#### GERMAN

**131, 132, 133 Elementary German.** The fundamentals of German grammar and pronunciation in connection with graded reading material and simple conversation, based on everyday life and present day Germany. A continuous year's work required for credit. 12 credits

**231, 232, 233 Intermediate German.** A continuation of the elementary course, including a review of fundamentals and more advanced reading in German literature of Scientific German. A full year of work required for credit. 12 credits

**331, 332, 333 Advanced German.** Composition, conversation, and a survey of German literature. 12 credits

**431, 432, 433 Advanced German.** Composition and conversation. Critical studies of German literary masterpieces. 12 credits

## STATE TEACHERS COLLEGE

### SPANISH

**131, 132, 133 Elementary Spanish.** The elements of Spanish grammar. Reading of easy Spanish. Elementary composition and conversation based on Spanish and Spanish American life. A continuous year's work required for credit. 12 credits

**231, 232, 233 Intermediate Spanish.** A topical review of Spanish grammar. Extensive reading of moderately difficult Spanish. Composition and conversation based on Spanish and South American life. Open to those who have had one year of college or two years of high school Spanish. A full year of work required for credit. 12 credits

**331, 332, 333 Advanced Spanish.** A survey of Spanish literature, illustrated by representative works. Composition and conversation. 12 credits

**431, 432, 433 Advanced Spanish.** A survey of Spanish-American literature with selected readings. Composition and conversation. 12 credits

### ENGLISH LANGUAGE AND LITERATURE

Miss Budge, Miss Dale, Mr. Donnelly, Miss Serum, Miss Smith, Mr. Smith,  
Mr. Wormhoudt, Mr. Barnhart, Chairman

Courses in English Language and Literature are designed to acquaint the student with the great thoughts and universal concepts of mankind as they are recorded by the world's major writers, to familiarize him with the forms and manners in which such ideas are expressed, to stimulate him to creative thinking and mature judgments, and to aid him in composing his own thoughts in ways acceptable to contemporary society.

### COMMUNICATION

**131 Communication.** Listening, Reading, Writing, Speaking. An introduction to the common principles and practices of written and spoken English. Concentration on reading and analysis of significant expository materials. Library instruction and practice. 4 credits

**131a Communication.** A four hour course combining Communication 131 and 132. Only for students whose Freshman tests and certain additional tests and themes indicate abilities so far above those of most students that acceleration of the program seems desirable. 4 credits

**132 Communication.** Emphasis on several specialized forms of writing and speaking: research, report writing, prepared talks, panel discussions. Prerequisite: English 131. 4 credits

**133 Communication.** A study of mass communication media and the extent of their influence in modern society. Development of critical thinking skills that will help students to distinguish fact from opinion, intellectual from emotional appeal, and straight thinking from propaganda devices in their contacts with these media. Prerequisite: English 131, 132. 4 credits

**Note:** An extra, non-credit hour of laboratory will be required of students in Communication 131, 132, 133 who show marked deficiencies in any of the basic Communication areas.

**300 Communication.** A four hour junior level course required of students in the B.S. curriculum who have credit for Communication 131, 132, and 133 or for transferred equivalents but whose average is less than C. Communication 300 may be used to raise a low but passing grade in any of these courses but not to remove a failure in such a course. Also required of diploma students with credit only for Communication 131 and 132 or equivalents, who are completing work for the B.S. degree. Minimum passing grade for Communication 300 is C.

**331 Advanced Composition.** Exposition. Significant aspects of observing and reporting and of the writing of primary and secondary source papers. 2 credits

**332 Advanced Composition.** Narration and Description. Emphasis on Creative Writing. 2 credits



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### COURSES FOR GRADUATE STUDENTS

**500 Introduction to Research.** Evaluating research procedures and interpreting findings. Defining and delimiting a problem, efficient gathering and proper documentation of data, organization and presentation of findings in acceptable form. 2 credits

### LITERATURE

**122 Humanities.** A constructive approach to novel, drama, essay, poetry, and short story, designed to foster discriminating judgment in reading. 3 credits

**264 English Literature from Chaucer to Milton.** Required of English majors and minors. 4 credits

**265 English Literature from Dryden to Blake.** Required of English majors and minors. 4 credits

**266 English Literature from Wordsworth to the present.** Required of English majors and minors. 4 credits

**338 American Literature.** American literary thought from the colonial to the contemporary era. Required of English majors and minors. 4 credits

**343 Shakespeare.** Introduction to the histories, comedies, and tragedies. Required of English majors and minors. 4 credits

**348 Contemporary Literature.** Trends in modern literature. Required of English majors and minors. 4 credits

**431 The English Language.** Scientific and historical study of English as it applies to modern communication. Required of English majors. 4 credits

**446 Seminar.** Individual problems for major students in Speech and English. Adjustment to the profession. 1-3 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**430-530 Chaucer.** The Canterbury Tales and other narratives in Middle English. 4 credits

**434-534, 435-535, 436-536. World Literature.** Great works from the classical period to the present. Emphasis on the Western World. 6 hours required of English majors. Each 3 credits

**440-540 Milton and Dryden.** Prose, poetry, and drama of the Age of Controversy. 4 credits

**447-547 History of Drama.** Studies in representative world drama from 900. 4 credits

### COURSES FOR GRADUATE STUDENTS

**501 Literary Theory and Criticism.** Problems involving an understanding of the artist's work, his public, and his ability to create. The problem of how theoretical knowledge can be used to improve the teacher's instructional methods. 4 credits

**531 Structural Linguistics.** Advanced studies of sounds, sentence structure, inflections, and vocabulary. Prerequisite: English 431 or 432. 4 credits

**538 American Studies.** An investigation of American authors and their works. 2-4 credits

**543 Shakespeare Studies.** Critical examination of the text and sources, theories, and history of representative comedies, tragedies, and histories. 4 credits

**548 Contemporary Studies.** An analysis of significant aspects of contemporary literary thought, designed to provide the student with the opportunity to explore thoroughly the works of selected writers. 4 credits

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- 555 Individual Studies.** An intensive examination of selected writings, writers, and literary trends. 2-6 credits

### JOURNALISM

- 345 Writing for Newspapers.** Analysis of the fundamental techniques of all types of journalistic writing and practice in using them. 2 credits
- 445 High School Journalism.** Methods of teaching and content of the journalism elective in the high school curriculum. A study of high school newspapers and yearbooks and the role of the faculty adviser in supervising them. 3 credits
- 446 Communication Media.** An analysis of the traditional American concepts on press freedom and responsibility and the application of these principles to the various mass communication media as they now operate in American society; the place of mass communication study in the high school curriculum and methods of approaching it. 3 credits

### LIBRARY SCIENCE

Miss Martin, Mrs. Moss, Miss Roehning, Miss Grannis, Chairman

The primary purpose of the library is to encourage the use of books. It stands as an "invitation to learning." It makes accessible to the students and faculty the materials needed to carry out the objectives of the college. A second important function of the library is the offering of courses in library science. (1) to freshmen in Communication 131 and (2) to upperclassmen through the minor in Library Science, which provides courses in school librarianship as outlined by the State Department of Education.

- 376 Materials for the Secondary School Library.** Books to correlate with the school program, reference books, pamphlets, periodicals, audio-visual materials. Recommended sources and criteria of selection. Cataloging and classification with laboratory work. Emphasis on the social studies. 4 credits
- 377 Functions of the School Library.** Major objectives of the school library, methods used in achieving them, evaluation of school library services, standards, annual reports, planning program. Machinery needed to achieve the objectives—budget, housing, staff, circulation procedures. Field trips. 4 credits
- 378 Materials for the Elementary School Library.** Books to correlate with the elementary school program in all subject fields, standard classics, reference tools, pamphlets, magazines, audio-visual materials. Recommended sources and criteria of selection. 4 credits
- 476 The Secondary School Library Collection.** Study of books and other materials in subject areas other than the social studies. Prerequisite: Library Science 376. 4 credits
- 477 The School Library in the Reading Program.** The purpose of reading, reading interests at different age levels, reading guidance techniques. Reading and study of books and materials to fill these basic interests. Prerequisite: Library Science 376, 377, 378, 476. 4 credits
- 478 Use of Materials in the Elementary School Library.** Correlation of library materials with the curriculum and recreational reading. Individual problems. Prerequisite: Library Science 378. 2 credits
- 479 Functions of the School Library.** Laboratory course designed to give practical experience in conducting a school library. Prerequisite: Library Science 376, 377, 378, 476. 2 credits

### SPEECH

Mr. Balcer, Mr. Wick, Mr. Williamson, Mr. Pedersen, Chairman

The Department of Speech has a two-fold objective in its course offerings and co-curricular activities, (1) to help the student who is or feels he is deficient in communicative ability to gain self-confidence as a well-adjusted listener and speaker, stressing effective, ethical thinking and communica-

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tive skills, (2) to provide opportunities for students with special interests or talent to develop those talents or further those interests by participating in debate, discussion, radio, play production and speech clinical work and learning the skills required for directing these activities at the elementary and secondary school levels.

**180 Remedial Speech.** A remedial course for students with articulatory speech difficulties.  
No credit Winter

**227, 327, 427 Intercollegiate Discussion and Debate.** Co-curricular study of current national debate and discussion topics. Participation in intersquad and intercollegiate discussion and debate tournaments. Three consecutive quarters necessary for three credits. Evening class.  
3 credits

**240 Stagecraft.** A study of, and practice in scene design and construction with an introduction to technical problems pertinent to educational theatre. 2 hrs. Disc., 2 hrs. Lab. 2 credits

**241 Recreational Dramatics.** Course designed to meet the elementary needs of directors of simple recreational entertainment. Stress given to sources, adaptation and presentation of materials suited for such entertainment. Given in conjunction with Speech 242, Dramatics, of which it is a part. 3 hrs. Disc., 1 hr. Lab. 3 credits Winter

**242 Dramatics.** Elementary approach to source, preparation, and presentation of suitable dramatic material for elementary and secondary schools. Fundamentals of the physical aspects of dramatic presentation. 4 hrs. Disc., 1 hr. Lab. 4 credits Winter

**280 Phonics.** Study of speech sounds from a sociological, physiological, and acoustical point of view. Instruction and training in use of the international phonetic alphabet. 3 credits Fall

**281 Speech Correction for the Elementary Teacher.** Study of speech habits and standards for elementary pupils, with therapy for functional disorders and recognition study for major speech disorders. 2 credits

**320 Public Speaking.** Detailed consideration of the principles and methods involved in the organization and composition of the public speech. Practice in the application of these principles and methods. 4 hrs. Disc., 1 hr. Lab. 4 credits

**321 Conducting a Meeting.** Practice in applying rules of order to group meetings where parliamentary procedure is followed. 1 credit Spring

**326 Argumentation, Discussion, and Debate.** Fundamentals of oral argumentation with practical experience in dealing with contemporary problems using the mediums of discussion and debate. Special emphasis given to developing habits of critical thinking. 4 hrs. Disc., 1 hr. Lab. 4 credits Fall

**331 Reading Orally.** Theory and practice in oral reading with emphasis on selection, study and presentation of literature suited for oral interpretation. Prerequisite: Comm. 131, 132. 3 credits

**360 Introduction to Motion Pictures.** A non-technical survey and evaluation of motion picture production techniques. A consideration of motion picture influence on contemporary American culture. Prerequisite: Comm. 133. 2 credits

**Speech 371 Survey of Radio and Television Techniques.** General survey of broadcasting and telecasting, including history, growth, social aspects, laws and policies, status and network organizations, programming, standards of criticism and comparative broadcasting systems. Opportunity in non-technical study of radio and television, the medium and its product. Prerequisite: Comm. 133. 4 credits Fall

**381 Speech Pathology I.** The etiology and treatment of common speech disorders. Prerequisite: Speech 382. 3 credits Winter

**382 Speech Science.** A study of the hygiene, physiology, and anatomy concerned with the speech process. 3 credits Fall

**384 Speech Reading.** Practice in lip reading for the hard of hearing. Theory and techniques of materials for teaching lip reading. 2 credits Winter

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- 440 Advanced Play Production.** A continuation of Speech 241-2 with emphasis on directing for the educational theatre. A study of techniques and actual practice in casting and directing a one-act play. Prerequisite: Speech 241 or 242. 2 credits
- 441 Theatre Workshop.** A laboratory course designed to give actual experience in meeting technical problems of educational theatre production. Three consecutive quarters required for four credits. Prerequisite: Speech 240. 4 credits
- 442 Theatre Lighting.** A study of the development of stage lighting, emphasizing basic needs, cost and types of equipment. A brief consideration of home-built equipment. Prerequisite: Speech 240. 2 credits
- 445 Theatre Make-up and Costuming.** Theory and practice in stage make-up and a survey of historical costume pertinent to the theatre. A brief introduction to techniques of stage costume construction. Prerequisite: Speech 241 or 242. 3 credits
- 447 History of Theatre Design.** Survey of the historical development of theatre art, design and construction. Prerequisite: Speech 240. 2 credits Winter
- 481 Speech Clinic.** Individual and group supervised training in working with clinical cases in need of speech correction. Prerequisite: Speech 381. 2 to 8 credits
- 482 Speech Pathology II.** Continuation of Speech 381. Special problems in speech pathology. Study of the organization and management of a speech correction program, the selection and adaptation of remedial materials, and the adaptation of techniques to the varied needs of pupils with speech disorders. Prerequisite: Speech 381. 3 credits Spring
- 483 Hearing Conservation.** Theory related to hearing, study of the physiology, the classification of hearing defects. Audiometer testing and social educational adjustment. 2 credits Spring

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

- 420-520 Persuasion.** A course giving added emphasis to the uses of effective extemporaneous speech together with a study of the psychological elements in the audience-speaker situation. A study of motivation, attention, suggestion, and the ways and means of winning audience response. 3 credits
- 471-571 Educational Radio and Television Workshop.** Laboratory course of three quarters designed to provide actual experience in as many fields of radio and television production (non-technical) as possible. Practice in the application of broadcasting and telecasting performance techniques - writing, acting, announcing and directing. Prerequisite: Speech 371. Three consecutive quarters required for four credits. 4 credits
- 484-584 Intercollegiate Discussion and Debate.** Co-curricular study of current national debate and discussion topics. Participation in inter-squad and inter-collegiate discussion and debate tournaments. Practice in extemporaneous speaking and original oratory. Three consecutive quarters necessary for three credits. Evening class. 3 credits

### COURSES FOR GRADUATE STUDENTS

- 500 Thesis.** Approved research in selective phases of speech education including the writing of an original play. 3 credits
- 521 Seminar in Public Address.** Research problems in public address. 3 credits
- 550 Seminar in Speech Education.** Lecture, discussion and demonstration of problems in speech education. 3 credits

### PROFESSIONAL EDUCATION COURSES

- 151 Children's Literature.** A survey of the varied types of literature suitable for recreational reading in the elementary grades, of the standards for selecting material, and of effective methods of presentation. Discussion of such units as story-telling, dramatization and the teaching of poetry. Opportunity for observation in the Training School. 4 credits

**352 The Teaching of the Language Arts in the High School.** Methods of teaching an integrated course in English literature and usage. Open only to juniors and seniors. 4 credits

**357 The Teaching of the Language Arts in the Elementary Schools.** The nature and scope of an adequate program in the language arts. Designed for majors in the elementary field. 2 credits

## DIVISION OF MATHEMATICS AND SCIENCE

### MATHEMATICS

Mr. Anderson, Mr. Berg, Mr. Vandell, Mr. Bemis, Chairman

Mathematics, the logical study of shape, arrangement, and quantity is presented by the Mathematics Department with these objectives in mind: (1) to give the student an appreciation of the natural origin and growth of mathematical ideas; (2) to train the student in the use of critical logical thinking and in the use of correct reasoning dependent upon definitions and assumptions; (3) to give the student a reasonable degree of facility in the application of mathematics to his personal life.

**120 Solid Geometry.** A course required of all majors and minors in mathematics who have not had solid geometry in high school. No credit

**121 Cultural Mathematics.** Computational and informational mathematics. Topics considered: brief history of mathematics; our number system; use and interpretation of graphs; use of formulas; functional relations; mathematics of the finite and the infinite; series; measurements; statistics; consumer mathematics. 4 credits

**123 Business Mathematics.** For majors or minors in Business Education. Topics considered: our number system; use and interpretation of graphs; meaning and use of appropriate formulas; series; measurements, statistics, compound interest permutations, combinations, and the binomial theorem; probability; life insurance; life annuities; index numbers; logarithms. 4 credits

**220 College Algebra.** Introduction of the quadratic equation, ratio and proportion; logarithms; binomial theorem; linear functions, quadratic functions, graphical representation of numbers, variation. For students who have not had higher algebra in high school. 4 credits

**221 College Algebra.** Complex numbers; simultaneous quadratic equations, permutations and combinations; probability; determinants; partial fractions; inequalities; theory of equations; progressions; mathematical induction. Prerequisite: Mathematics 220, or consent of instructor. 4 credits

**224 Trigonometry.** Trigonometric functions, solution of right triangle; logarithms; radian measure; properties of trigonometric functions, the fundamental relations; functions of two angles; the oblique triangle; inverse trigonometric functions. Prerequisite: Mathematics 221 and high school plane geometry. 5 credits

**226 Analytics.** The point; the straight line; the equation and locus; the circle; the parabola; the ellipse; the hyperbola; conics, algebraic curves; transcendental curves; parametric equations; polar equations; transformations. Prerequisite: Mathematics 224. 5 credits

**228 Slide Rule.** The theory and use of the slide rule. 1 credit

**329 Differential Calculus.** The derivative; differentiation; differential notation; maxima and minima of algebraic functions; differentiation of trigonometric functions; differentiation of the logarithmic and exponential functions; the inverse differentiation. 5 credits

**330 Elements of Statistics.** Computation, charts, diagrams and graphs. A study of frequency distributions, measures of central tendency, measures of dispersion, probability and the normal curve. Moments, various frequency curves and the Chi-Square Test. Measures of reliability. Secular trend and cyclical movements. Index numbers and correlation. 4 credits

**332 Integral Calculus.** Technique of integration; applications of the indefinite integral; the definite integral and its applications; approximate integration. Prerequisite: Mathematics 329. 5 credits



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**423 Theory of Equations.** A general study of algebraic theory. Complex numbers; elementary theorems on roots of equations; constructions with ruler and compass; cubic equations; quartic equations; isolation of real roots; solution of numerical equations. Prerequisite: Mathematics 226. 4 credits

**425 College Geometry.** An extension of plane geometry. Emphasis on analysis in problem solving. Prerequisite: High School Plane Geometry. 4 credits

**432 Intermediate Calculus.** Partial derivatives; multiple integrals; infinite series; expansion of functions; differential equations. Prerequisite: Mathematics 332. 3 credits

**434 Differential Equations.** Separable, homogeneous, and exact equations; linear equations, solutions by use of series; applications to physical problems. Prerequisite: Mathematics 332. 3 credits

**454 Field Work in Mathematics.** Applications of mathematics through the use of the transit; the level; the plane table; the sextant; the angle mirror; the clinometer; the hysometer; the alidade; and the slide rule in actual field experience. Valuable supplementary work for numerical trigonometry and indirect measurement in geometry. 3 credits

### COURSE FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**440-540 History of Mathematics.** Historical survey of mathematical development and contributions from beginning to present time. Prerequisite: Mathematics 332. 4 credits

### COURSES FOR GRADUATE STUDENTS

**542 Functional Mathematics for Secondary Teachers.** Professionalized subject matter intended to broaden and deepen the teacher's knowledge of mathematics. 4 credits

**544 Special Projects in Mathematics (Elementary or Secondary).** A seminar or conference course on special projects in Mathematics. Hours and credits to be arranged. Maximum 4 credits

**599 Thesis in Mathematics Education.** 1-3 credits

## PROFESSIONAL EDUCATION COURSES

**351 The Teaching of Arithmetic in the Elementary School.** Problems involved in the teaching of arithmetic from grade one through grade eight. Topics discussed: the reading and writing of numbers; the four fundamental operations with integers, denominate numbers, common and decimal fractions; measurement and intuitive geometry; business arithmetic; the formula, equations, graphs and signed numbers. All topics discussed in their relationship to the Minnesota Elementary School Curriculum. Observation of teaching in which the above topics are exemplified is an essential part of the course. 2 credits

**451 Professional Subject Matter for Junior and Senior High School Mathematics.** Required of majors and minors in mathematics. Subject matter and a teaching course. Topics: business arithmetic; intuitive geometry; the formula; the equation; signed numbers; graphs; the reorganization of the subject matter in algebra and geometry together with modern instructional practices in these subjects. 5 credits

### COURSE FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**459-559 Recent Trends in Arithmetic.** A course for teachers who have not had a recent course in arithmetic method, emphasizing newer teaching technique, current teaching materials, remedial procedures, and findings of recent research. Observations in the college laboratory school. 4 credits



## SCIENCES

Mr. Ahlquist, Mr. Barker, Mr. Goehring, Mr. Hanson,  
Mr. Mentzer, Mr. Nelson, Mr. Partch, Mr. Skewes, Mr. Youngner.

Courses 101, 102, 103, 104, 105, 401, 501, 402, 502, and 403, 503, are designed to help the general student to understand the natural world and the age of science and technology and to make intelligent use of scientific discoveries. Other course offerings in the physical and biological sciences are designed to provide sound basic preparation and competence in the science area needed by teachers and other workers in scientific and related fields. Many of these courses are also open to other students who wish a better science background or who have avocational interests in science.

**101 Life and Environment.** Regional interpretation; familiarity with the living world; inter-relationships in nature. 2 hrs. Disc., 4 hrs. Field and Lab. 4 credits

**102 Transformation and use of Materials.** Materials: composition, transformation, preparation, use; basic chemical principles and concepts; impact of chemical discoveries on industry and society; conservation practices and outlook; some consumer problems. 2 hrs. Disc., 2 hrs., Lab. 3 credits

Students presenting high school credit in physics, but not in chemistry, should choose 102 in preference to 103.

**103 Transformation and use of Energy.** Energy: sources and forms; important discoveries in mechanics, electricity, radiant and nuclear energy, and their effects on living and achievement; intelligent use of discoveries in physics; natural forces controlling the universe. 2 hrs. Disc., and 2 hrs. Lab. 3 credits

Students presenting high school credit in chemistry, but not in physics, should choose 103 in preference to 102.

**104 Human Biology.** Organization and general functioning of the human body; reproduction; heredity; evolution; social implications of biological principles. 2 hrs. Disc., 2 hrs. Lab. 3 credits

**105 Use of Matter and Energy.** Basic physical science principles and their applications to modern concepts and daily living. Prerequisite: High school chemistry and physics or equivalent. 3 credits

Students who have studied both physics and chemistry in high school should enroll in 105. Students who are planning to major or minor in Physical Science may waive Science 102 and 103 or 105 if credit in chemistry and physics has been earned in high school.

**307 Field Geology.** Collection and laboratory study of rocks and minerals; field study of soils and glacial deposits of central Minnesota, sedimentary rocks and fossils in selected areas, and the older intrusives, lava flows, and economic deposits of northeastern Minnesota. 2 hrs. Disc., 4 hrs. Field and Lab. 4 credits

**324 Science Experiences for Elementary Teachers.** Practice in exploration, analysis, and evaluation of purposeful science activities, including experiences leading to health, safety, and conservation of natural resources. Prerequisites: Three of the following: Science 101, 102, 103, 104, 105, or consent of instructor. 3 hrs. Disc., 2 hrs. Field and Lab.

**349 Principles of Resource Management.** Conservation as wise use of resources; renewable and non-renewable resources; depletion and present status of our resources; resource planning for multiple use; problems and methods of conserving minerals, soils, forests, fish, and game. 2 hrs. Disc., 2 hrs. Field. 3 credits

## COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**401-501 Major Development in the Physical Sciences.** A general education course employing selected science experiences as a basis for explanations of the major developments in the areas of physical science and their significance. Not open to students with majors or minors in physical science. 2 hrs. Disc., 4 hrs. Lab. 4 credits

**402-502 Modern Biological Concepts.** A general education course in which modern concepts in physiology, embryology, endocrinology, genetics, and ecology are developed through selected laboratory experience, reading, and discussion. Not open to students with majors or minors in the biological sciences. 2 hrs. Lect. and Disc., 2 hrs. Lab. 3 credits

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**403-503 Field Study and Regional Interpretation.** A general education field course in regional interpretation involving study of glaciation and soils, vegetation and animal life, and the roles of factors in determining the potentialities of the region. Not open to students with majors or minors in the biological sciences. 1 hr. Disc., 6 hrs. Field and Lab. 4 credits

**449-549 Problems of Resource Management.** Survey of conservation problems; interrelationship of resources; management of resources; agencies directly and indirectly involved; conservation literature. Prerequisite: Two years of science. 2 hrs. Disc., 4 hrs. Field and Lab. 4 credits

### COURSES FOR GRADUATE STUDENTS

**501 Science and the Development of Society.** Great scientific discoveries and the roles which they played in bringing about changes in society. Open to all graduate students. 3 credits

**510 Science Colloquium.** Individual study and reporting of selected specific science topics. 1 credit per quarter.

**599 Science Thesis.** Individual investigation of a problem in science or science teaching. 3 credits

### BIOLOGY

**241, 242 General Zoology.** Animals: problems of existence, distribution in relation to environment, structure and functioning, life histories, classification, and evolution. Two consecutive quarters, with emphasis on vertebrates in the first quarter and invertebrates in the second. Recommended to follow Science 104. 2 hrs. Disc., 4 hrs. Lab. and Field. 8 credits

**245, 246 General Botany.** Plants: the plant kingdom; distribution of plants in relation to environment; common families of higher plants; structure and functioning of higher plants; reproduction and inheritance; selection and utilization of plants for increased food production, beautification, and other uses; control of weeds and fungi. Two consecutive quarters. 2 hrs. Disc., 4 hrs. Lab. and Field. 8 credits

**341 Entomology.** Insects: relation to human welfare; general morphology, physiology, and classification; preparation of a collection of commoner orders and families; life histories; methods of controlling pests. 1 hr. Disc., 4 hrs. Lab. and Field. 3 credits

**343 Field Vertebrate Zoology.** Fishes, amphibians, reptiles, and mammals of Minnesota: classification, distribution, life histories, and habitat requirements; wildlife survey; wildlife management. 1 hr. Disc., 4 hrs. Lab. and Field. 3 credits

**344 General Bacteriology.** Microorganisms: culture and identification; morphology, physiology and relation to soil fertility, foods, industrial fermentations, and disease. 2 hrs. Disc., 4 hrs. Lab. 4 credits

**345 Local Flora.** The commoner families of plants and their relationships: identification and study of ferns, gymnosperms, and flowering plants in the field, herbarium, laboratory and greenhouses; collection of plants from various habitats, their preservation and description. 1 hr. Disc., 4 hrs. Field and Lab. 3 credits

**347 Ornithology.** Birds: identification, field study, life histories, economic importance. 1 hr. Disc., 4 hrs. Field and Lab. 3 credits

**443 Genetics.** Principles of inheritance and variation; application of genetic principles in improving domestic plants and animals; human inheritance and social problems. Prerequisites: Biology 242 and 246. 3 hrs. Disc., 2 hrs. Lab. 4 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**441-541 Ecology.** The interactions of living things with their environment; field studies of deciduous forest, coniferous forest, grassland, sand plain, rock, lake, bog, and stream communities; succession; biological bases for land use planning and management; vegetation regions of the United States. Prerequisites: Biology 242 and 246. 2 hrs. Disc., 4 hrs. Field. 4 credits

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**442-542 Embryology.** Prenatal development of the human body; laboratory emphasis on the chick and the pig. Prerequisite: Biology 242. 2 hrs. Disc., 4 hrs. Lab. 4 credits

**445-545 General Physiology.** Physiology of the cell, life processes in plants and animals, and the integration and coordination of life processes in organisms, including man. Prerequisites: Biology 242 and 246. 2 hrs. Disc., 4 hrs. Lab. 4 credits

### COURSES FOR GRADUATE STUDENTS

**547 Ecology Problems.** Individual study of the biological aspects of a locality aiming at a better understanding of the biological resources and problems of the community and their greater utilization in teaching. Prerequisite: Biology 441 or 541. Time to be arranged with the instructor. 2 to 4 credits

## CHEMISTRY

**211 General Inorganic Chemistry.** Gases; liquids; solids; solutions; molecular, atomic, electronic, and ionization theories; valence; types of chemical reactions; reaction velocity and chemical equilibrium; chemical formulas and equations. Prerequisite: High school chemistry or science 102. 2 hrs. Disc., 2 hrs. Lab. 3 credits

**212 General Inorganic Chemistry.** Metals and nonmetals including methods of production, properties, and uses; also preparation, properties, and uses of their compounds. Prerequisite: Chemistry 211. 2 hrs. Disc., 2 hrs. Lab. 3 credits

**213 Inorganic Chemistry.** Atomic structure, radioactivity and transmutation of elements, nuclear chemistry, chemical equilibrium, ionic equilibrium, weak electrolytes, newer concepts of acids and bases, electromotive chemistry, applications of chemical principles. Prerequisite: Chemistry 212. 2 hrs. Disc., 4 hrs. Lab. 4 credits

**223 Qualitative Analysis.** Methods of isolation and identification of metallic and non metallic ions; solutions, precipitations, chemical equilibrium, and types of chemical reactions. Prerequisite: Chemistry 212. 1 hr. Disc., 6 hrs. Lab. 4 credits

**321 Introduction to Organic Chemistry.** Major topics include structure, isomerism, types of compounds, methods of syntheses and practical applications. Prerequisite: Chemistry 212. 2 hrs. Disc., 2 hrs. Lab. 3 credits

**322 Introduction to Organic Chemistry.** Aromatic compounds, amino acids, and proteins, and some heterocyclic compounds. Prerequisite: Chemistry 321. 2 hrs. Disc., 2 hrs. Lab. 3 credits

**323 Physiological Chemistry.** Chemistry of metabolism of plants and animals; the chemistry of foods and regulatory substances, such as hormones, enzymes, the vitamins. Prerequisite: Chemistry 322. 2 hrs. Disc., 4 hrs. Lab. 4 credits

**325 Quantitative Analysis.** The essentials of volumetric and gravimetric methods employed in inorganic quantitative analysis. Prerequisite: Chemistry 223. 2 hrs. Disc., 4 hrs. Lab. 4 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**411-511 Advanced Inorganic Chemistry.** Theoretical approach to, and aspects of, inorganic chemistry. Prerequisite: Two years of Chemistry. 4 hrs. Disc. 4 credits

**421-521 Organic Chemistry.** Aliphatic, aromatic, and heterocyclic compounds of carbon. Open only to seniors and graduate students. 3 hrs. Disc., and 4 hrs. Lab. 5 credits

**422-522 Quantitative Analysis.** Volumetric and gravimetric methods of greater complexity and finer techniques than those presented in 421; includes some instrumental analysis. Prerequisite: Chemistry 325. 2 hrs. Disc., 4 hrs. Lab. 4 credits

**423-523 Qualitative Organic Analysis.** Identification of several single and mixed organic compounds by physical and organic qualitative methods. Prerequisite: Chemistry 322. 2 hrs. Disc., 4 hrs. Lab. 4 credits

## STATE TEACHERS COLLEGE

**425-525, 426-526, 427-527 Physical Chemistry.** Application of fundamental laws and theoretical principles to gases, liquids, solids, solutions, and colloids; mass law; phase rule; electrochemical problems. Prerequisite: Chemistry 325 and Calculus. 2 hrs. Disc., 4 hrs. Lab. per quarter.  
4 credits per quarter

## PHYSICS

**231 Mechanics.** Basic principles of mechanics of solids, liquids, and gases; equilibrium of forces and of moments; work, power, acceleration; laws of motion: linear, rotary, harmonic; molecular forces and motion. Prerequisites: High school physics or science 103 and trigonometry. 1 hr. Disc., 4 hrs. Lab.  
3 credits

**231a Mechancis.** Principles of mechanics. More descriptive and less mathematical than Physics 231; stresses applications. Prerequisite: High school Physics or Science 103. 1 hr. Disc., 4 hrs. Lab.  
3 credits

**232 Magnetism and Electricity.** Magnetism, static electricity, magnetic and chemical effects of electric currents, electric circuits, electricity in gases, and nuclear physics. Prerequisite: Physics 231, 2 hrs. Disc., 4 hrs. Lab.  
4 credits

**232a Magnetism and Electricity.** Principles of magnetism and electricity. More descriptive and less mathematical than Physics 232; stresses applications. Prerequisite: Physics 231a or 231. 2 hrs. Disc., 4 hrs. Lab.  
4 credits

**233 Heat, Light, and Sound.** Thermometry, expansion, heat energy, changes of state, heat transfer; propagation of light, image formation, spectra, interference, diffraction, polarization, color, wave motion, resonance, production of musical sounds, acoustics. Prerequisite: Physics 231. 1 hr. Disc., 4 hrs. Lab.  
3 credits

**233a Heat, Light, and Sound.** Principles of heat, light, and sound. More descriptive and less mathematical than Physics 233; stresses applications. Prerequisite: Physics 231a or 231. 1 hr. Disc., 4 hrs. Lab.  
3 credits

**330 Introduction to Modern Physics.** Recent developments: kinetic theory, gaseous discharge, cathode rays, electrons, isotopes, atomic spectra, Bohr-Sommerfeld atom photoelectric effects, Compton effect, Michealson-Morley experiment, electron waves, quantum mechanical principles. Prerequisite: Physics 232 and 233 or consent of the instructor. 2 hrs. Disc., 2 hrs. Lab.  
3 credits

**331 Introduction to Modern Physics.** A continuation of 330: natural radio-activity, detectors of radiation, nuclear reactions, mass defect; cuclotrons, beatatrons, and other accelerators; the fundamental particles; cosmic rays; applications of radioactivity and nuclear energy. Prerequisite: Physics 330. 2 hrs. Disc., 2 hrs. Lab.  
3 credits

**332 Electronics and Radio Communication.** Electronic emission, construction and characteristics of vacuum and gas tubes, rectifiers, amplifiers, oscillators, resonant circuits and coupling, radio transmission and reception, radio servicing, recent developments in electronics. Prerequisite: One year of college physics. 2 hrs. Disc., 4 hrs. Lab.  
4 credits

**430 Modern Physics.** Kinetic theory; atomic structure; atomic spectra; photoelectric effect; Compton effect; nuclear reactions; radiation detectors; cyclotrons and other accelerators; cosmic rays; theories of magnetism; semi-conductors and transistors; low temperature physics and superconductivity; molecular spectra. Open only to seniors and graduate students. Prerequisite: Calculus. 3 hrs Disc., 4 hrs. Lab.  
5 credits

**433 Experimental Physics, Mechanics.** Advanced problems and techniques, including acceleration, trajectory, moment of inertia, angular motion, harmonic motion, collision, gyroscopes, wave motion, elasticity, viscosity, surface tension. Prerequisite: Integral calculus and one year of college physics. 2 hrs. Disc., 4 hrs. Lab.  
4 credits

**434 Experimental Physics, Electricity and Magnetism.** Measurements of current, resistance, inductance, capacitance electromotive force current and ballistic galvanometers; magnetic measurements; calibration of instruments. Prerequisite: Integral calculus and one year of college physics. 2 hrs. Disc., 4 hrs. Lab.  
4 credits

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**435 Experimental Physics, Heat and Light.** Measurement of temperature and thermal energy; change of phase; heat transfer and radiation; thermodynamics and thermodynamic cycles; entropy; geometric and physical optics; spectra; optical instruments; Prerequisite: Integral Calculus and 1 year of college physics. 2 hrs. Disc., 4 hrs. Lab. 4 credits

**437 Advanced Electronics and Circuit Analysis.** Video amplifiers; F. M. and T. V. transmission and reception; servo-mechanisms and electronic controls; transmission lines; transducers; non-linear devices. Prerequisite: Integral calculus and Physics 332. 2 hrs. Disc., 4 hrs. Lab. 4 credits

## PROFESSIONAL EDUCATION COURSES

**453 Teaching Science in Secondary Schools.** Desirable functional outcomes of science teaching; planning purposeful units of work; effective use of experimentation, demonstrations, field trips, projects, textbooks, audio-visual aids, and other instructional methods and devices; science equipment and materials; evaluation of science learning. Prerequisite: Senior college work in science. 4 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**408-508 Physical Science Techniques.** Construction, repair, and calibration of laboratory instruments and demonstration devices; preparation and standardization of solutions; checking balances; simple glass blowing techniques; apparatus assembly and checking. Prerequisite: Two years of physical science. 4 hrs. Lab. 2 credits

**409-509 Biological Science Techniques.** Collection, preparation, and display of biological materials, including the making of slides and plastic mounts and some work in taxidermy; other working techniques useful to biology teachers. Prerequisite: Biology 242 and 246. 4 hrs. Lab. 2 credits

**451-551 Teaching Science in Elementary Schools.** Contributions which can be made through the science area toward meeting personal and social needs during childhood; the integration of science experiences into the program of elementary education; methods, materials, books, and other teaching helps. Prerequisite: Science 324 or consent of instructor. 3 credits

**455-555 Workshop in Conservation and Conservation Education.** A wide range of experiences designed to help teachers plan and implement their teaching of conservation: curriculum planning, group work, conferences, demonstrations, lectures, field trips, and evaluation of audio-visual aids. The workshop is conducted by the Departments of Science and Social Studies. 4 credits

### COURSES FOR GRADUATE STUDENTS

**504 Seminar in Elementary Science Problems.** Individual and group study of problems connected with teaching elementary science and the development of a functional science program at the elementary level; analysis and use of researches in elementary science education. 4 credits

**552 Workshop for Science Teachers.** Work on curricular or teaching problems in the science area by individuals or groups of teachers desiring to improve their science programs. Experiences will be varied according to the needs and problems of the registrants who will have opportunities to utilize the services of various staff members. 4 credits

**553 Problems in Teaching Junior and Senior High School Science.** Analysis of high school science courses in the light of social and personal needs and changing conditions, use of research findings in improving science instruction, survey and use of resources in science teaching, adjustments to differences in interests, aptitudes, and vocational goals, evaluation. Prerequisite: A major or minor in science. 4 credits



## STATE TEACHERS COLLEGE

### DIVISION OF SOCIAL STUDIES

Mr. Brown, Mr. Cates, Mr. Cochrane, Mr. Folkerts, Mr. Harris, Mr. Jerde, Miss Larson, Miss Morse, Mrs. Nelson, Mr. Perkins, Miss Perry, Mr. Riggs, Mr. Lohrman, Chairman

Many of the forces which influence human behavior arise from the social, cultural, and geographic environments. The aim of the social studies is to give the student an understanding of these influences and the way in which they do and have affected his life, his group, and how they affect the destiny of his society.

### ECONOMICS

**272 Principles of Economics.** An introductory analysis of modern economic society; the nature of the free enterprise system, income distribution, the role of government, the pricing process under varying competitive conditions and the composition of the national income. Prerequisite to all other advanced courses in economics. 5 credits

**367 Occupational Analysis.** A survey of employment opportunities, skills required, wages, etc. To prepare teachers for occupational information courses. 3 credits

**371 Public Finance.** A study of the role of government in the economy: public revenues and expenditures, tax systems, fiscal policy and the problem of public debt. 4 credits

**372 Modern Economic Problems.** A consideration of the problems or areas of difficulty in our American economy and their possible solution; industrial concentration, the decline of price competition, transportation developments, agriculture, and unemployment. 3 credits

**378 Economics of Agriculture.** A survey of the development of agricultural production and its problems in the United States; scientific developments, organizations, programs and legislation purposed to aid agriculture. 2 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**400-500 Special Problems in Economics.** A seminar or conference course for advanced students wishing to work out a special problem in economics. Terms and hours to be arranged.

**470 Business Cycles.** An analysis of the factors causing fluctuations in business activity and national income; various theories of causation, and proposed methods of control. 2 credits

**471-571 Money and Banking.** A study of the monetary and banking system of the United States; the nature of bank credit, the operation of the individual bank and its relation to the banking system, the Federal Reserve System, central bank policy and the relationship between bank credit, money and price levels. 4 credits

**473-573 Labor Economics.** A study of labor as a factor of production, the growth of collective bargaining, labor legislation with their attendant effects upon society. 4 credits

**474 International Economics.** An analysis of international economic relationships and their effects upon domestic and foreign economies. Major consideration of commercial and financial policies; tariffs, exchange controls, international monetary standards and institutions established to facilitate international settlements. 2 credits

**476 Economic Analysis.** An analysis of the economic processes of the free enterprise system, including pricing under various conditions, capital formation, and the theory of employment. 3 credits

### COURSES FOR GRADUATE STUDENTS

**599 Thesis in Economics.** 1-3 credits



## GEOGRAPHY

- 171 Regional Human Geography.** Fundamental concepts necessary for geographic thinking. Understandings of climatic patterns. Emphasis on relationships. 4 credits
- 271 Economic Geography.** Types of industries. Emphasis on methods, practices, and relationships. 4 credits
- 272 General Geology.** A study of the origin, history and rock structure of the earth; the processes and agents at work changing the earth and an economic treatment of building stones, iron and petroleum. 3 credits
- 275 Geography of North America** Regional treatment with dominant activities as core of each. Appreciation of the continent. 4 credits
- 277 Geography of South America.** The physical geography, the resources, and the people of the various regions in each South American country will be studied and related to the economic stage, and to the possibilities of future development. 4 credits
- 370 Geography of Asia.** Areas not dominated by the U.S.S.R. Problems and adjustments. Practices in relation to dense population. Standard of living. 2 credits
- 372 Conservation of World Resources.** A survey of the conservation movement and its expression in conservation policies and activities. The supply, use, and management of the natural resources, their planned development and use for the greatest benefit of man. 3 credits
- 374 Geography of Europe.** Regional treatment of areas not dominated by the U.S.S.R. Interpretation of economic conditions. 3 credits
- 376 Geography of Minnesota.** A regional treatment of the geography of Minnesota including a description and explanation of the distribution of surface features, natural resources, climatic differences, crops, and man. 3 credits
- 378 Geography of the Russian Sphere.** A physical, cultural, economic, historical and political study of the geography of the land and peoples now a part of, or dominated by, the U.S.S.R. Much attention is given to the geographic reasons behind the rise and expansion of the Russian state as a world power. 4 credits
- 388 Australia and New Zealand.** A regional study of those two parts of the world from the standpoint of human response to the environment. 2 credits
- 400 Special Problems in Geography.** A seminar or conference course for advanced students wishing to work out special problems in geography. Terms and hours to be arranged.
- 471 Historical Geography.** The effects of environmental factors in the settlement of the United States for the period from the discovery of the continent up to 1850. An elective in History. 4 credits
- 474 Meteorology-Climatology.** A study of the atmosphere, weather, instruments used in gathering climatic data, weather maps and weather forecasting. 3 credits
- 476 Geography of Africa.** The physical geography, the resources and the people of the various regions of Africa will be studied and related to the economic stage and possibilities for future development. 3 credits
- 479 Geography of the Pacific Basin.** The islands of the Pacific and their geographic implication as a factor in world affairs. 4 credits
- 486 Political Geography.** The geographical strength and weakness of the Great Powers which influence political changes in the world today. An elective in Political Science. 4 credits
- 490 Trade Centers and Trade Routes.** A study of the geographic causes for the growth and demise of the world's trade cities and trade routes. Particular attention given to the various kinds of carriers of world and American trade. 3 credits

## STATE TEACHERS COLLEGE

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**497 Geography of the Polar Regions.** A study of the Arctic and Antarctic areas, their discovery, environment, human adjustment and relationships to present world problems. 3 credits

**498 Geography of Middle America.** A geographic analysis of Mexico, Central American countries and West Indian Islands. 3 credits

## HISTORY

**141 United States in the Twentieth Century.** A consideration of the principal problems of the United States in the twentieth century with emphasis on their historical perspective. 4 credits

**239 Early American History.** American Colonial and Revolutionary history and the succeeding constitutional and Federalist Era, 1497-1800. 4 credits

**314 Medieval History.** A survey of the medieval world from approximately the 4th to the 16th century with emphasis on the influences of the Roman world, its own unique development and contributions to modern times. 3 credits

**315 Early Modern History, 1500-1815.** A study of the Renaissance and the Reformation, of absolute monarchy and the beginning of the democratic revolution. 3 credits

**316 The Nineteenth Century, 1815-1914.** A discussion of the influence of nationalism, democracy, imperialism, and the rise of middle class industrialism. 4 credits

**321 Latin American History.** An appraisal of the development of Spanish civilization in the western hemisphere from the time of Columbus to the present. 4 credits

**331 Ancient World.** A discussion of the social, cultural, economic and political development of ancient nations divided half and half between Babylonians, Egyptians, Persians, Assyrians, Hittites, Phoenicians, and Hebrews on one hand, and Greece and Rome on the other. 4 credits

**334 History of Russia.** A survey of the origin and development of the Russian people and state, beginning in the Middle Ages. Special emphasis on the Revolution of 1917 and upon doctrines and methods of the Communist Party in governing the Russian people and various conquered nations, and in promoting the world revolution. 4 credits

**335 English History.** A study of the evolution of democracy under the parliamentary system; British imperialism; and the economic, social and cultural developments. 4 credits

**336 History of the West.** A consideration of how the frontier environment, continuously present from colonial beginnings to 1890, basically affected the development of American history. 3 credits

**340 American History, 1801-1865.** A topical study of Jeffersonian Democracy; the New Nationalism; Jacksonian Democracy; territorial expansion, and the slavery issue. 4 credits

**341 American History, 1865-1900.** A consideration of the problem of reconstruction following the Civil War and the problems of adjustment which resulted from the growth of industry and population. 4 credits

**345 American Economic History.** A study of American History from colonial times to the present with concentration on economic factors and development in our change from a colonial agricultural economy to the present industrial state. An elective in Economics. 4 credits

**346 Minnesota History.** A survey of the entire field of Minnesota history based largely on the publications of the Minnesota Historical Society. 3 credits

## COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**400-500 Special Problems in History.** A seminar or conference course for advanced students wishing to work out a special problem in any area in history. Terms and hours to be arranged.

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- 417-517 French Revolution and Napoleon.** A study of the course of a revolution and of the origin of many modern ideas and institutions. 3 credits
- 434-534 Central and Eastern Europe.** A study of the breakup of the three empires; German, Austro-Hungarian, and Russian—with the consequent political, economic and social disruptions leading to World War II and the present power struggle for domination of this area. 3 credits
- 435-535 History of the Far East.** A study of the westernization of China and Japan during the nineteenth century which led to their becoming participants in world affairs. 3 credits
- 436-536 The Middle East.** A study of the national, religious, and geographic forces which have made this area a center of unrest and power struggle today. 2 credits
- 437-537 Two World Wars, 1912-1953.** A general survey of the major events and trends comprising global history from 1912 to the present. 4 credits
- 442-542 Recent American History 1912 to Date.** A presentation of the emergence of the United States as a world power with emphasis on the interplay of domestic and foreign policies. Open to those who have not had History 141. 4 credits
- 445-545 Foreign Relations of the United States, 1775-1865.** A study of American foreign policy involving fundamental principles, problems of neutral rights, the Monroe Doctrine and the influence of sectional politics on foreign affairs. 3 credits
- 446-546 Foreign Relations of the United States, 1865-1912.** A study of how America emerged from a continental to a world power after the Spanish-American War. 3 credits
- 447-547 Foreign Relations of the United States, 1912 to the Present.** An analysis of how the participation of the United States in two World Wars has brought it to a position of world leadership. 3 credits
- 448-548 Social Forces in American History.** A study of the historical development of American thought—exact, speculative, and popular—and its interrelationship with the social environment. 3 credits
- 450-550 The Liberal Movement.** An examination of the rise of liberal political thought and practice, its capitulation before conservative, fascist, and communist forces, with a consideration of the prospect for liberalism in the contemporary world. 3 credits

### COURSES FOR GRADUATE STUDENTS

- 551 Readings in American History.** A guided study of American History through individual investigation of special periods and topics. 2 credits
- 552 Historiography.** A study of significant historians and historical theory; problems in the presentation of historical interpretation. 2 credits
- 599 Thesis in History.** 1-3 credits

## POLITICAL SCIENCE

- 281 American Government.** An analysis of the functions of the three branches of the national government of the United States. Special emphasis on the participation of the people in democratic processes of government. Attention given recent developments such as Social Security. 4 credits
- 380 Principles of Public Administration.** A study of the administrative functions of our federal and state governments, emphasizing Civil Service procedures on the national, state, and local levels, and the problems of public finance through budgetary application and reforms. 3 credits
- 382 State Government.** The organization and functioning of state government. Relations of the state with the national and local governments. Special attention given to the government of the State of Minnesota. 3 credits

## STATE TEACHERS COLLEGE

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**384 World Governments.** A survey of governments of foreign countries through study and comparison of selected types: United Kingdom, France, Soviet Union, and others. Special attention to recent changes. 3 credits

**387 Municipal Government.** Functions of city and village government. Relations between state and local governments. Comparison of city-manager, mayor-council, and commission systems. Emphasis on Minnesota communities. 3 credits

**484 Constitutional Law.** A review of Supreme Court decisions relating to civil and political rights, due process, powers of legislative, executive, and judicial departments, commerce, taxation, and other areas of judicial review. 2 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**400-500 Special Problems in Political Science.** A seminar or conference course for advanced students wishing to work out a special problem in political science. Terms and hours to be arranged.

**482-582 International Organization.** A study of the history and development of the community of nations, the organization and authority of the League of Nations, the United Nations and its auxiliary components. 3 credits

**485-585 Social Legislation.** A study of federal, state, and local laws and regulations covering protective and control measures in social problems of health, safety, social insurance, child labor, advertising, pure food and drugs, old age benefits, and others. 3 credits

**486-586 Political Parties.** An analysis of the American party system, its structure, practices, and policies as found in the caucus, convention, campaign, and election procedures. 2 credits

**487-587 Legislative Process.** A course set up on the basis of problems connected with a democratic legislature. Typical example: the influence of committees; political party influence; pressure groups. 2 credits

**489-589 American Political Thought.** An analysis of the philosophy which underlies our American system of democratic government. A study of political theories which have contributed to the formation of our system of government. 2 credits

### COURSES FOR GRADUATE STUDENTS

**501 The Western Political Heritage.** A study of the development of political thought, with emphasis upon the background of modern democratic principles. 3 credits

**599 Thesis in Political Science.** 1-3 credits

## SOCIAL SCIENCE

**101, 102, 103.** A study of the social, political, and economic problems affecting the individual or group in daily life. Course 101 is economic; 102, political; 103, sociological. The approach is personal, and endeavors, through the study and analysis of problems, to lead the student to an essential understanding of the ever-increasing social economic-political complexities and responsibilities of day-by-day living in the modern world.

Attention is given such problems as those involving inter-cultural relations, dating and courtship, inter-personal relationships, ownership of property, taxes, insurance, family consumption, family budgets, voting, health and safety, alcoholism, social security, and many others. 3 credits each

## SOCIOLOGY

**260 Principles of Sociology.** The study of human relations, including: culture, the group, the group and personality, group interaction; the community, social institutions, cultural change, and social disorganization. Prerequisite to all courses in sociology. 5 credits

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**262 The Family.** A study of the history of the family, functions of the family, and changes in the American family. 2 credits

**263 Rural Sociology.** The study of human relations in rural environments. Rural population and trends, rural institutions, rural standards of living, rural economic problems, rural culture. Contrast of rural and urban institutions. 4 credits

**361 Contemporary Social Problems.** The analysis of contemporary social problems, their causes, trends, and solutions: the nature of social problems, unemployment, alcoholism, drug addiction, housing, mental illness, delinquency and crime, and others. 3 credits

**363 The Cooperative Movement.** The study of the cooperative movement in theory and practice. The development of the Rochdale principles of cooperatives in Europe and the United States. Structure and problems of cooperative enterprise, with critical analysis. 2 credits

**365 Urban Sociology.** The study of the city, its structure, problems, its influence upon personality and institutional development. 2 credits

**366 Juvenile Delinquency.** The study of the causes, treatment, and prevention of juvenile delinquency. 3 credits

### COURSES FOR ADVANCED UNDERGRADUATE AND GRADUATE STUDENTS

**400-500 Special Problems in Sociology.** A seminar or conference course for advanced students wishing to work out a special problem in sociology. Terms and hours to be arranged.

**461-561 Development of Western Social Thought.** Significant contributions of social thinkers and philosophers from ancient times to the present. 4 credits

**464-564 School and Community.** The study of community structure, institutions and life. The relationship between community and personality growth. School and community relationships; the community school; youth and community surveys; the coordinating council. 3 credits

**465-565 Social Psychology.** The study of the influence of human relations and culture upon the development of personality. Comparative study of the biological, ethnological and culture approaches to individual, sex, and racial differences. The development of attitudes and prejudices. The study of propaganda, rumor and other psycho-social phenomena. 4 credits

**467-567 Cultural Anthropology.** The study of culture: its meaning, analysis, changes. Cultural differentiation. The significance of culture in human relations. Insights and concepts necessary for understanding and promoting intercultural relations. Primitive and modern advanced cultures. 4 credits

**468-568 Ethnic Relations.** The study of problems arising from ethnic differentiation, such as cultural background, religion, and race. 3 credits

**469-569 Marriage and Family.** A study of courtship, marriage, husband-wife relationship, parent-child relationships, problems of the family, the factors associated with happiness and success, and family disorganization. 4 credits

### COURSES FOR GRADUATE STUDENTS

**599 Thesis in Sociology.** 1-3 credits

## PROFESSIONAL EDUCATION COURSES

**351 The Teaching of the Social Studies in the Elementary School.** The study of the place of social studies in the curriculum, curriculum content, methods of teaching social studies, experience in organizing teaching units, and the equipment and materials of instruction. 2 credits

**353 Teaching the Social Studies in the Secondary School.** A course with three major objectives involving fundamental principles, recommended practices, and valid techniques in teaching social studies courses in the high school. 2 credits

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**362 Social Studies Workshop in International Problems.** A study through typical workshop procedures of problems arising from world war and its aftermath. Individual and group study.

4 credits

**455-555 Workshop in Conservation and Conservation Education.** A wide range of experiences designed to help teachers plan and implement their teaching of conservation; curriculum planning, group work, conferences, demonstrations, lectures, field trips, and evaluation of audio-visual aids. The workshop is conducted by the Departments of Social Studies and Science.

4 credits

### COURSE FOR GRADUATE STUDENTS

**505 Social Studies Seminar.** The world in the Twentieth Century in geography, history, economics, political science, sociology and anthropology. Prescribed for those pursuing a field of concentration in the Division of Social Studies.

3 credits

## RECREATION

**Art 212 Art in Recreation.** Theory and practical application of the arts in a community recreation program.

2 credits

**Biology 314 Nature Study and Camping in Recreation.** Study of types of areas suitable for recreational purposes in the field of nature study together with a comprehensive program of nature recreational activities. Methods of establishing camp activities and for teaching the individual to take care of himself. The course pre-supposes a general knowledge of outdoor biology.

3 credits

**Education 216 Audio-Visual Equipment Operation.** Operation of slide and motion picture projectors, sound amplifiers, and other audio-visual equipment useful in community recreational programs and for the guidance of hobbyists.

1 credit

**Industrial Arts 340 Recreational Crafts.** A course for those who intend to do supervisory work in a broad recreational program. Emphasis on sources of information, tools and materials, and to a lesser extent on developing skill in any of the crafts studied.

3 credits

**Music 214 Music in Recreation.** A course to acquaint the student with the music activities which have a place in a community recreation program.

2 credits

**Physical Education 218 Games, Stunts, and Player Olympics.** Natural and play activities in recreation. This course will give the scope, purpose, and values of games, stunts, self-testing, and playground activities.

1 credit

**Physical Education 322 Team Sports in Recreation.** The skills involved in such sports as volleyball, soccer, softball, basketball, and bowling. The use of these games in recreation, methods of organizing, adaptation to age groups, equipment, rules, and the general supervision of such group games.

1 credit

**Physical Education 324 Adult Recreation.** Individual and dual activities in adult recreation such as archery, badminton, tennis, ping-pong, tether ball, horse shoes, hand ball, golf, quoits.

1 credit

**Physical Education 424 Rhythm in Recreation.** Rhythmic activities in recreation, at both the child and adult levels, such as singing games, tap, folk dancing, social dancing, creative dancing, American country dancing.

1 credit

**Physical Education 426 First Aid and Safety in Recreation.** Methods and skills in giving first aid in recreation.

1 credit

**Sociology 222 Public Recreation.** A course in the history, theories, needs, and values, organization and administration of public recreation.

3 credits

**Sociology 422 The Community and Recreation.** A course in the meaning of, types of, ecology and structure of organization and disorganization of the community and methods of community study and analysis.

2 credits



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**Speech 241 Recreational Dramatics and Story Telling.** An elementary approach to procuring, adapting, and developing materials suitable for recreational dramatic activities and for story telling. 3 credits

### GROUP LEADERSHIP

**202 Personal and Social Living.** The needs, concepts, standards and skills which will result in a personal-social-civic orientation to successful living. The units of study of demonstration will include: (1) personal and social situations and how to meet them; (2) knowledge of ways and means to experience pleasant and harmonious personal, social and civic relations in life. 1 credit

**205 Junior Red Cross.** The Junior Red Cross program and its training for promotion of social service, good citizenship, world understanding through civic, national and international activities. 1 credit

**210 Girl Scout and Campfire Girl Leadership.** An introduction to the practical work of Girl Scout and Camp Fire Girl Leadership. Girl Scouting is given one year and Camp Fire Girl Leadership the next. 1 credit

**211 Elements of Scout Leadership.** Psychological and sociological principles of Scout leadership with actual practice in Scout activities as a part of the course. The use of scouting as an agency for the development of personality. 1 credit

**212 Troop Camping.** Camp organization, sanitation, balanced rations, and a full camping program of outdoor play and work activities designed to develop personality through the camping experience. 1 credit

**215 4-H Club Organization and Leadership.** A study of the group organizations in rural communities. An application of the concepts of sociology and the principles of psychology. How the Club work may utilize the formal education of the school in carrying out a home or community project. Prerequisite: Sociology 263. 2 credits

**217 Recreation Leadership Course.** An overview of camping in private and organizational camps presented by specialists in the various phases of camp life, with much actual experience in living out of doors. 4 credits

**302 Counseling.** A course designed to train teachers in counseling techniques. The course combines actual experience with classroom instruction. Enrollment limited to selection by the administration. 2 credits

**310 Group Leadership.** The principles and practices of group leadership applied to school clubs, home room activities, extra-curricular activities in general, and community organizations. Actual supervised practice in leadership. May be used as an elective in sociology. 4 credits

**320 The Parent-Teacher Movement.** Objectives, principles, procedure, and publications of the parent-teacher movement in the United States. The teacher's part in organizing and in carrying on the work of an effective association is emphasized. 1 credit

### ORIENTATION

**101 Introduction to College Life.** Orientation to college life, the objectives of higher education, the administrative organization of the college, academic offerings of the college, student privileges and responsibilities, services for students, study skills, and some aspects of personal and social adjustment on a college campus. Required of all entering freshmen. 1 credit

## STATE TEACHERS COLLEGE

### 1955 SUMMER SESSIONS

JUNE 13 TO JULY 16 • JULY 16 TO AUGUST 19

#### REGISTRATION AND CLASS SESSIONS

**First Session:** Students register between 8:30 A.M. and 4:00 P.M. Monday, June 13. Class work will begin Tuesday morning, June 14. Sessions will be held six days each week.

**Second Session:** Students register between 8:30 A.M. and 4:00 P.M. Saturday, July 16. Class work will begin Monday morning, July 18. Sessions will be held six days each week.

Students will not be permitted to enroll later than Tuesday morning of each session except by special pre-arrangement with the president. Credits will not be given for less than the full session.

#### EXPENSES

**The Tuition**.....\$3.00 per quarter hour

**The Fees:** Each Session:

    Deposit.....\$3.00

    Activity.....5.00

    Summer Quarter:

        Deposit.....3.00

        Activity.....8.00

        Non-resident fee.....5.00

A fee of one dollar is paid by students who enroll in a physical education course.

Fees must be paid before one is enrolled in any class.

No refund of tuition or of activity fee is made to a student who cancels registration after Wednesday, June 15, or July 20.

Payments of all college accounts should be made in cash during the summer session. Checks will be accepted at the business office of the college for collection only.

#### LIVING ACCOMMODATIONS

**Shoemaker Hall and Lawrence Hall** accommodate about two hundred fifty young women at the rate of \$13.50 per week for board and room. Bills for board and room are payable for the entire summer session before Wednesday noon of the first week.

A money order for \$5.00 should be sent with each application for a room reservation to the Dean of Women. Make money orders payable to State Teachers College. This amount is refunded to those who attend during the entire summer session. No refund is made to those who leave before the close of the session.

**Private Homes** have rooms for rent for \$3.50 to \$5.00 per week per student. A list of approved boarding and rooming places will be found at the offices of the Deans of the college. Students should not engage a room at places not on the approved list. A faculty committee assists students to secure desirable boarding and rooming accommodations. Students should plan to arrive in St. Cloud during the day and should report immediately at the college.

A special bulletin outlining courses offered during the summer sessions will be sent upon request. For further information address:

THE REGISTRAR,  
State Teachers College,  
St. Cloud, Minnesota

## ST. CLOUD, MINNESOTA

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### ALUMNI ASSOCIATION

The dedicated purpose of the Alumni Association is service to the alumni and to the college. Activities and projects are planned to promote cordial personal and professional relationships between the graduates and the college.

Each year at Homecoming the association members meet at a dinner in Stewart Hall cafeteria.

The dues for a lifetime membership are \$3.00; it includes the privilege of attending association affairs and subscriptions to the College Chronicle, college bulletins, and the Alumni News Letter.

### BUREAUS OF THE COLLEGE

#### BUREAU OF SPECIAL SERVICES

This bureau acts as a connecting link between the college and the public. Its purpose is to aid in the selection of students by personal interviews with high school students and graduates, alumni, superintendents, teachers, and school officials; to assist graduates in their work; to supply the people of Minnesota with information pertaining to the college and to the teaching profession through publicity in newspapers, by radio, college publications, and other means; to supply speakers for public gatherings and for professional organizations from faculty and students; and to administer all extension work of the college.

#### BUREAU OF STUDENT PERSONNEL SERVICES

This bureau is maintained to promote the total development of the individual student. It supplements the services provided students through the academic program. The Offices of Dean of Men, Dean of Women, Registrar, Placement, Health Service, and Student Activities are a part of the bureau. Services rendered directly to college students by the Dean of Academic Administration, Psycho-Educational Clinic and Bureau of Special Services are coordinated through the bureau.

#### BUREAU OF RESEARCH

The Bureau of Research has as its primary function the maintenance of a continuous self-survey of the college and of problems very closely related to this institution. These problems divide themselves into two classes: (1) Those which are quite distinctly related to college welfare, such as the functions of teacher colleges in a state, and (2) those which deal directly with student interests and welfare. Into this latter group belong such studies as summarizing the occupations of parents of students, determining the distribution of enrollment in cities and counties, and finding the number of students enrolled in the various curriculum programs of the college.

#### BUREAU OF RESOURCES

The college campus contains about 350 acres of land, the larger areas consisting of islands in the Mississippi River, college woods, recreation fields, a granite quarry with its adjacent land and the portion of land upon which the college buildings are located. The administration of the areas by the Bureau consists of developing all-around educational and recreational facilities and beautifications through the planting and under-planting of trees and shrubs, construction work and maintenance of the areas. The Bureau aids in the construction and maintenance of the college buildings and adjacent grounds.

## STATE TEACHERS COLLEGE

### FACULTY

1955 - 1956

- GEORGE F. BUDD**.....**President**  
B. S., State Teachers College, Buffalo, N. Y.; M. A., Teachers College, Columbia University; Ed. D., Teachers College, Columbia University.  
Teacher, elementary school, Monticello, N. Y.; Administrative Assistant, Horace Mann School, Teachers College, Columbia University; Director of Guidance, Cortland State Teachers College; Director of Teacher Education, Olympia, Wash.; First Mapping Group, U. S. Army Air Corps; Co-ordinator of Field Services, Oneonta State Teachers College, N. Y.; State Teachers College, St. Cloud, 1952—
- ALGALEE P. ADAMS**.....**Art**  
B. S., University of Missouri; Graduate Student, Northwestern University, Evanston, Ill.; M. A., University of Missouri.  
Teacher of Art and English in High School, Cuba and St. Clair, Mo.; Art Teacher at David H. Hickman High School, Columbia, Mo.; Elementary Art Specialist, St. Joseph Mo.; Supervisor of Art in the Public Schools, Webb City, Mo.; State Teachers College, St. Cloud, 1951—
- GERALD R. AHLQUIST**.....**Physical Science**  
B. S., College of Education, University of Minnesota; M. A., University of Minnesota.  
Teacher, Mazeppa High School; Captain, 8th & 12th Air Force; Instructor 3rd Air Force; Teacher, Bethel College; State Teachers College, St. Cloud, 1948—
- ROWLAND C. ANDERSON**.....**Mathematics**  
B. E., State Teachers College, St. Cloud; M. A., University of Minnesota; Ed. D., Columbia University, N. Y.  
Teacher, Principal, Junior and Senior High Schools, Swanville, Renville, Little Falls, Minn.; State Teachers College, St. Cloud, 1939-1943; Lt., USNR; State Teachers College, St. Cloud, 1948—
- FRED C. ARCHER**.....**Business Administration**  
B. C. S., School of Commerce, Accounts and Finance, New York University; M. A., Ph. D., School of Education, New York University; Graduate Student, Teachers College, Columbia University.  
Eastern District Sales Office, Pressed Steel Car Company; Eastern Sales Department, American Gas Machine Company, Inc.; Accountant, Yardley & Co., Ltd., N. J.; Associate Editor, Journal of Business Education; Instructor, Washington School for Secretaries, Newark, N. J., High School, Ridgewood, N. J.; Lieutenant, Ordinance Department, U. S. Army; Instructor, Hofstra College, Hempstead, N. Y.; State Teachers College, St. Cloud, 1947—
- LILLIE ASTRUP**.....**College Nurse**  
Graduate Nursing Degree, Fairview Hospital, Minneapolis, Minn.; B. S., Public Health Nursing, University of Minnesota; Student, Concordia College, Moorhead, Minn.  
Public Health Nursing, City Health Department, Fargo, No. Dak.; State Teachers College, St. Cloud, 1951—

## ST. CLOUD, MINNESOTA

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- CHARLES L. BALCER**.....**Speech**  
B. S., State Teachers College, Winona, Minn.; M. A., Ph. D., State University of Iowa.  
English and Speech, Instructor and Supervisor, Secondary Schools, Minnesota, Iowa; Lieutenant, U. S. Army; Supervisor of Student Speech Teachers and Instructor, State University of Iowa; High School Principal, Detroit Lakes, Minn.; State Teachers College, St. Cloud, 1954—
- JOSEPHINE BANTA**.....**Foreign Languages**  
A. B., Western College for Women; M. A., University of Chicago; M. A., University of Wisconsin; Ph. D., University of Michigan; Student, American Academy at Rome; American School of Classical Studies, Athens, Greece; Special Work at Indiana University, Alma College, Butler University, University of Iowa.  
Teacher, High Schools, Prophetstown, Ill., Bethlehem, Pa., Portland, Ind., Portsmouth, Ohio, Noblesville, Ind.; Assistant Professor, Alma College, Alma, Mich.; Dakota Wesleyan University, Mitchell, S. D.; State Teachers College, St. Cloud, 1946—
- M. ELIZABETH BARKER**.....**Health Education**  
Graduate, State Teachers College, Stevens Point, Wis.; B.S., M.S., University of Chicago; Ph. D., Columbia University; Post-graduate, Northwestern University.  
Teacher in Elementary and High Schools, Wisconsin, Iowa, and New York; Instructor, Wittenberg College, Sioux City Normal School; Supervisor, Tulsa Public Schools; State Teachers College, St. Cloud, 1937—
- S. HUGH BARKER**.....**Biological Science**  
B. Ed., State Teachers College, Whitewater, Wis.; Ph. M., Ph. D., University of Wisconsin, Madison, Wis.  
Assistant, Zoology, University of Wisconsin; Aviation Physiologist, U. S. Army Air Force; State Teachers College, St. Cloud, 1946—
- T. A. BARNHART**.....**Literature**  
B. A., University of South Dakota; M. A., Ph. D., Ohio State University.  
Instructor, University of North Dakota; State Teachers College, Dickinson, N. D.; Franklin University; Muskingum College; State Teachers College, Eau Claire, Wis.; State Teachers College, St. Cloud, 1947—
- ROGER L. BARRETT**.....**Music**  
B. M. E., M. M., Drake University, Des Moines, Ia.  
Instrumental Music Teacher, Public Schools, Des Moines, Ia.; Instrumental Instructor, Preparatory Department, Drake University, Des Moines, Ia.; State Teachers College, St. Cloud, 1949—
- CLIFFORD O. BEMIS**.....**Mathematics**  
Graduate, State Teachers College, St. Cloud; B. A., University of Minnesota; M. A., Columbia University; Graduate Student, Columbia University.  
Teacher and Principal, Public Schools, Minnesota; Instructor, Demonstration School, Summer Sessions, Columbia University; State Teachers College, St. Cloud, 1914, 1917, 1919—

## STATE TEACHERS COLLEGE

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**HANS S. BERG**.....**Mathematics**  
 B. S., M. S., University of North Dakota, Grand Forks, N. D.; Graduate work, University of Minnesota.  
 Student Assistant, University of North Dakota, Grand Forks, N. D.; State Teachers College, St. Cloud, 1950—

**RACHEL GRAVES BODOH**.....**Elementary Education**  
 B. Ed., Southern Illinois University; M. S., University of Illinois; Ed. D., Colorado State College of Education, Greeley, Colo.  
 Teacher, Director of Special Education, Principal, Elementary Supervisor, Public Schools, Illinois and Michigan; Instructor, Education Division, Arkansas State College; Gogebic Junior College, Ironwood, Mich.; Campus School Supervisor, Northern Michigan College of Education; Educational Consultant, Scott, Foresman and Company, New York; Education and Humanities Divisions, Colorado State College of Education; State Teachers College, St. Cloud, 1948—

**A. F. BRAINARD**.....**Physical Education**  
 B. S., College of Education, University of Illinois; M. A., University of Illinois; Ed. D., New York University; Student, Indiana State Teachers College, Muncie, Ind.; Student, Michigan State Normal School, Ypsilanti, Mich.; Graduate Student, University of Minnesota.  
 Teacher in Rural and Consolidated Schools of LaGrange County, Ind.; Supervisor of Student Teaching in Physical Education, University of Illinois; Instructor in Professional Courses in Physical Education and Athletic Coaching, summer courses, University of Illinois; State Teachers College, St. Cloud, 1930—

**ROBERT H. BROWN**.....**Geography**  
 B. S., M. A., University of Minnesota.  
 Pilot Instructor, U. S. Army; State Teachers College, St. Cloud, 1949-1951; Intelligence Officer and Instructor, U. S. Air Force; State Teachers College St. Cloud, 1953—

**LILLIAN M. BUDGE**.....**Literature**  
 Graduate, State Normal School, Valley City, N. D.; B. A., University of North Dakota; M. A., University of Chicago; Graduate Student, University of Minnesota; Oxford University, England.  
 Teacher, Elementary and High Schools and Americanization Work, Grand Forks, N. D., Minneapolis, and Panama Canal Zone; Assistant, North Dakota State Department of Education; State Teachers College, St. Cloud, 1924—

**WALTER E. BURDETTE**.....**Industrial Arts**  
 B. S., State Teachers College, Pittsburg, Kan.; M. S., Kansas State Teachers College, Pittsburg, Kan.; Graduate Work, University of Missouri, Columbia, Mo.  
 Lt. (jg.) Officer, U. S. Naval Reserve; State Teachers College, St. Cloud, 1948-1951; 1952—

**L. RUTH CADWELL**.....**Supervisor in Junior High Grades**  
 B. A., Iowa State Teachers College; M. A., University of Minnesota; Post-graduate Student, Iowa State Teachers College; Graduate Student, University of Chicago and University of Minnesota.  
 Teacher in Rural, Elementary and High Schools, in Iowa; Supervisor in Iowa State Teachers College, Miami University, Oxford, Ohio; State Teachers College, St. Cloud, 1924—



## ST. CLOUD, MINNESOTA

- MYRL CARLSEN**.....**Music**  
 B. A., Carleton College; Music Supervisor's Diploma, Carleton College; Graduate, American Institute of Normal Methods, Lake Forest College, Ill.; M. A., Columbia University; Student, College of Puget Sound, Wash. Music Supervisor in City Schools, Iowa; Private Piano Teaching and Professional Accompanying; Instructor of Music, Summer Session, Iowa State Teachers College; State Teachers College, St. Cloud, 1926—
- MARIE E. CASE**.....**Physical Education**  
 Graduate, Drake University, Des Moines, Ia.; B. A., Kansas State Teachers College; M. A., Colorado State College of Education; Graduate Student, University of Wisconsin, University of Michigan, American Institute of Normal Methods.  
 Teacher in Elementary Schools; County Superintendent, Harrison County, Ia.; Instructor State Teachers College, Pittsburg, Kan.; State Teachers College, St. Cloud, 1926—
- EDWIN H. CATES**.....**History**  
 A. B., B. A., Ph. D., State University of Iowa, Iowa City, Ia.  
 Teacher, High School, Martinville, Ill.; Western Union College, LeMars, Ia.; Upper Iowa University, Fayette, Ia.; Illinois Wesleyan University; Colonel, U.S. Army; State Teachers College, St. Cloud, 1946—
- HERBERT A. CLUGSTON**.....**Dean of Academic Administration and Psychology**  
 Student, Wabash College; B. A., DePauw University; B. D., Garret Biblical Institute; M. A., Ph. D., University of Colorado; Graduate Student, University of Minnesota.  
 Assistant in Zoology, Wabash College; Assistant in Education, University of Colorado; Director of Wesley Foundation, University of Colorado; State Teachers College, St. Cloud, 1931—
- JOHN C. COCHRANE**.....**History**  
 B. A., M. A., University of Indiana; Graduate Student, University of Chicago. Teacher in High Schools of Indiana, Decatur, Ill., Oak Park, Ill., and Davenport, Ia.; History Department, Lombard College, Galesburg, Ill.; State Teachers College, St. Cloud, 1926—
- EDWARD M. COLLETTI**.....**Physical Education**  
 B. E., State Teachers College, St. Cloud; School of Coaching, Northwestern University, Evanston, Ill.; M. Ed., University of Minnesota.  
 Teacher, Cathedral High School, St. Cloud, Minn.; State Teachers College, St. Cloud, 1932-1944, 1946—
- MARY THIELMAN COLOMY**.....**Assistant, Psycho-Educational Clinic**  
 B. E., St. Cloud State Teachers College; Personnel Consultants Course, Adjutant General School, Ft. Washington, Md.  
 Teacher, Elementary and Junior High School, Minnesota; Personnel, Wanamakers, New York; Personnel Consultant, The Engineer School, Ft. Belvoir, Va.; State Teachers College, St. Cloud, 1948—
- WILLIAM COTTON**.....**Education**  
 B. Ed., State Teachers College, Fredonia, N. Y.; M. A., Ed. D., Teachers College, Columbia University.  
 Pilot, U. S. Navy, Lt.; Teacher, Elementary School, Elmont, N. Y.; Supervisor, Campus School, State Teachers College, Oneonta, N. Y.; Instructor, Teachers College, Columbia University; State Teachers College, St. Cloud, 1952—

## STATE TEACHERS COLLEGE

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**AUDREY R. CRAWFORD**.....Supervisor in Primary Grades  
B. S., Mankato State Teachers College; M. A., University of Minnesota;  
Graduate Work, University of Minnesota.  
Instructor in elementary grades, Duluth; State Teachers College, St. Cloud,  
1949—

**CHARLOTTE R. CURRAN**.....Physical Education  
B. S., University of Minnesota; B. A., M. A., Colorado College of Education,  
Greeley, Colo.; Graduate Student, LaCrosse State Teachers College, Uni-  
versity of Minnesota; Graduate Scholarship, George Williams College.  
Teacher in Secondary Schools, Minnesota, Wisconsin, Colorado, South Dakota;  
Director and Professor of Physical Education, River Falls Teachers College,  
Wis.; Northern State Teachers College, Aberdeen, S. D.; Baker University,  
Baldwin, Kan.; State Teachers College, St. Cloud, 1948—

**C. E. DAGGETT**.....Business  
B. E., State Teachers College, Whitewater, Wis.; M. A., Ph. D., State Uni-  
versity of Iowa; Graduate Student, University of Wisconsin, Northwestern  
University, University of Colorado.  
Teacher in High Schools, Menomonie, Wis., Council Bluffs, Ia., and Kenosha,  
Wis.; Supervisor of Commercial Cadet Teachers and Accounting Instructor,  
State Teachers College, Whitewater, Wis.; State Teachers College, St. Cloud,  
1939-1942; Major, A. F. Res.; State Teachers College, St. Cloud, 1945—

**AMY H. DALE**.....English  
B. A., Macalester College, St. Paul; Minnesota School of Business, Minneapo-  
lis; M. A., Colorado State College of Education, Greeley, Colo.; Bread Loaf  
School of English, Vermont.  
Teacher, High Schools, Brewster, Minn., New Port Richey, Fla.; State Teach-  
ers College, St. Cloud, 1931-1944, 1945—

**\*LYLE H. DAY**.....Business  
B. S., State Teachers College, St. Cloud; M. A., University of Minnesota;  
Graduate Student, University of Minnesota.  
Teacher, Rural Schools, Hubbard County, Minnesota; High Schools, Sauk  
Rapids, Fergus Falls; Business Manager, State Teachers College, St. Cloud;  
Lt. USNR; Assistant Supervisor of Business and Distributive Education,  
Minnesota State Department of Education; State Teachers College, St.  
Cloud, 1948—

**ORVAL DILLINGHAM**.....Art  
Graduate, Minneapolis School of Art; B. A., M. F. A., University of Minne-  
sota.  
Instructor, University of Minnesota, Minneapolis School of Art; Artist for U.S.  
Army Psychological Warfare Division in the Pacific; Art Director for Mil-  
itary Government in Korea; State Teachers College, St. Cloud, 1952—

**WILLIAM A. DONNELLY**.....English, Journalism, Public Information  
B. A., University of Notre Dame; M. A., Teachers College, Columbia Uni-  
versity; Graduate work, University of Minnesota.  
Teacher, Rhodes Preparatory School, New York City, Junior High School,  
Cranford, N. J.; Infantry, U. S. Army; Journalism Instructor, Camp Pickett  
Convalescent Hospital; Reporter and Editor, Associated Press, Indianapolis;  
State Teachers College, St. Cloud, 1948—

## ST. CLOUD, MINNESOTA

- FLORENCE B. DUNN**.....**Rural Supervisor**  
B. S., State Teachers College, St. Cloud, Minn.; Fifth year, College of Education, University of Minnesota; Graduate Student, University of Minnesota.  
Teacher, Rural, Elementary, and Junior High Schools, Minn.; Principal, Elementary School, Minn.; Recreational Supervisor, D.A.V. Rest Camp; State Teachers College, St. Cloud, 1953—
- ROY EDELFELT**.....**Education**  
B. S., State Teachers College, Potsdam, N. Y.; M. A., New York University; Ed. D., Teachers College, Columbia University.  
Teacher, Kingston Public Schools, Kingston, N. Y.; Instructor, State Teachers College, Oneonta, N. Y.; Lt. U. S. Navy; State Teachers College, St. Cloud, 1953—
- CHARLES W. EMERY**.....**Placement**  
B. Ed., State Teachers College, Eau Claire, Wis.; M. A., State University of Iowa; Graduate Student, Colorado State College of Education, Greeley, Colo.  
Teacher in High Schools, High School Principal, Superintendent of Schools, Wisconsin; Supervisor of Cadet Teaching, State Teachers College, Eau Claire, Wis.; State Field Representative, Youth Personnel Division, National Youth Administration, Wisconsin; Investigator, U. S., Civil Service Commission; State Teachers College, St. Cloud, 1945—
- GEORGE O. ERICKSON**.....**Audio-Visual Education**  
B. S., St. Cloud State Teachers College.  
State Teachers College, St. Cloud, 1951—
- ANNE ERVIN**.....**Supervisor in Primary Grades**  
B. S., State Teachers College, St. Cloud  
Teacher, Pipestone, St. Cloud, Minn., Denver, Colorado; Overseas Teaching Program, U. S. A. F., Newfoundland, Can.; State Teachers College, St. Cloud, 1954—
- CARL J. FOLKERTS**.....**Economics**  
B. A., Iowa State Teachers College, Cedar Falls, Ia.; M. A., Ph. D. State University of Iowa.  
Teacher, High Schools in Minnesota; Assistant Professor, Northern Montana College, Havre, Mont.; Associate Professor, MacMurray College, Jacksonville, Ill.; Teacher, State Teachers College, St. Cloud; Economist, Stevenson, Jordan and Harrison, Business Consultants, Chicago; Professor of Economics, Willamette University, Salem, Ore.; Professor of Finance, Montana State University, Missoula, Mont.; State Teachers College, St. Cloud, 1949—
- RUTH GANT**.....**Music**  
B. Mus., Jordan Conservatory of Music; M. Mus., Chicago Musical College; Conservatory of Music, Kansas City, Mo.; Piano Study, Bomar Cramer, Wiktor Labunski and Rudolph Ganz.  
Instructor in Piano, Jordan Conservatory, Indianapolis, Ind.; Assistant Professor of Piano and Theory, College of Emporia, Kan.; State Teachers College, St. Cloud, 1946—

## STATE TEACHERS COLLEGE

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**GLENN R. GERDES**.....Physical Education  
B. A., Iowa State Teachers College; M. A., State University of Iowa; Graduate Student, University of Iowa.

Instructor and coach, Vermont, Illinois and Minnesota; Major, U. S. Marine Corps; State Teachers College, St. Cloud, 1953—

**FLOYD GILBERT**.....Education  
B. A., M. A., University of Minnesota; Graduate Student, University of Minnesota; Ed. D., University of North Dakota.

Teacher, Rural Schools, Minn., Principal, Superintendent, Public Schools, South Dakota and Minnesota; State Teachers College, St. Cloud, 1937-1942; Captain, Bomber Command, 5th Air Force; State Teachers College, St. Cloud, 1946—

**HARRY H. GOEHRING**.....Biological Science  
B. E., State Teachers College, Milwaukee, Wis.; Ph. M., University of Wisconsin, Madison, Wis.; Graduate Work, Itasca Park Biological Field Station of University of Minnesota, University of North Dakota.

Teacher and coach, Fall River, Wis.; Junior and Senior High School, Minot, N. D.; State Teachers College, Dickinson, N. D.; State Teachers College, St. Cloud, 1946—

**EDITH E. H. GRANNIS**.....Librarian  
Student, Hamline University; B. A., University of Wisconsin; Certificate, New York State Library School; M. S., School of Library Service, Columbia University.

Assistant Librarian, State Teachers College, Mankato; Librarian, School and Public Library, Buhl, Minn.; Librarian, State Teachers College, St. Cloud, 1917—

**ROBERT W. HANSON**.....Chemistry  
B. A., State Teachers College; Bemidji, Minn.; M. S., University of Minnesota.

Signal Corps, U. S. Army; Teacher, Wis. State College, Platteville, Wis.; Chemist, Minnesota Mining & Manufacturing Company, St. Paul; Teacher, Wisconsin State College, Oshkosh, Wis.; State Teachers College, St. Cloud, 1953—

**JAMES G. HARRIS**.....History  
B. A., Westminster College, Fulton, Mo.; M. A., Ph. D., University of Missouri.

Civil Service Instructor, Quartermaster School, U. S. Army; Captain, U. S. Army; Instructor, University of Missouri; State Teachers College, St. Cloud 1949—

**MARVIN E. HOLMGREN**.....Education and Research  
B. S., State Teachers College, St. Cloud; M. A., Ph. D., University of Minnesota.

Teacher in Secondary Schools, Ogilvie and Rush City, Minn.; Lt. Cdr. U. S. Navy; Research Assistant and Teaching Assistant, University of Minnesota; Instructor, University of Minnesota; State Teachers College, St. Cloud, 1949—

## ST. CLOUD, MINNESOTA

- HELEN STEEN HULS**.....Voice  
B. Mus., M. Mus., Northwestern University; Graduate Study, Indiana University; Voice training under Walter Allen Stults, William Stickles, Edmund J. Myer, Katherine Hoffman, Bernard Taylor.  
Teacher of Voice and Theory, Cottey Junior College, Nevada, Mo.; State Teachers College, St. Cloud, 1926—
- O. J. JERDE**.....Political Science  
B. A., Luther College, Decorah, Ia.; Graduate Student, University of Minnesota.  
Principal and Superintendent of Schools, Toronto and Brandt, S. D., Alta, Ottumwa and Hedrick, Ia., Jackson, Minn.; Instructor, Summer Extension Schools, Iowa State Teachers College; State Teachers College, St. Cloud, 1928-1944, 1946—
- JOHN D. KASPER**.....Physical Education  
B. S., M. S., University of Wisconsin; Graduate Student, University of Minnesota.  
Instructor, Division of Physical Education and Athletics, Ohio University, Athens, Ohio; U. S. Army Air Corps, Staff Sgt.; State Teachers College, St. Cloud, 1949—
- ANNA C. LARSON**.....Geography  
B. A., Iowa State Teachers College; M. S., University of Chicago; Graduate Student, University of Chicago.  
Teacher, Rural Elementary, Junior and Senior High Schools, Iowa; Instructor in Geography, Summer School, Iowa State Teachers College; State Teachers College, St. Cloud, 1927—
- RAYMOND H. LARSON**.....Industrial Arts  
B. A., University of Nebraska; M. A., Ph. D., University of Minnesota.  
Teacher of Industrial Arts, North Platte, Nebr., Ida Grove, Iowa; Research Assistant, University of Minnesota; Interim Instructor, State Teachers College, St. Cloud, Minn.; University High School, University of Minnesota, State Teachers College, St. Cloud, 1942; Technical Instructor and Liaison Officer, Major, U. S. Army Air Force Reserve; State Teachers College, St. Cloud, 1946—
- VICTOR L. LOHMANN**.....Director, Psycho-Educational Clinic  
B. S., State Teachers College, Cape Girardeau, Mo.; M. A., Ed. D., University of Missouri.  
Teacher, Rural School, Perry County, Mo.; High School, Puxico and Perryville, Mo.; Supt., Perryville, Mo.; Lt., U. S. Naval Reserve; Instructor in Speech and Education, University of Missouri; State Teachers College, St. Cloud, 1948—
- H. P. LOHRMAN**.....Sociology  
B. S., M. A., Ohio University; Ph. D., Ohio State University.  
Teacher in Elementary and High Schools, Ohio; Superintendent of Schools; Critic Teacher, Instructor, Ohio University; Teaching Assistant, Ohio State University; Instructor, Summer Session, University of Kentucky; State Teachers College, St. Cloud, 1942—

## STATE TEACHERS COLLEGE

- L. LESLIE LUYMES**.....**Physical Education**  
B. A., Central College, Pella, Ia.; M. A., State University of Iowa, Iowa City, Ia.; Graduate Student, State University of Iowa.  
Teacher, Colo High School, Colo, Ia.; Northwestern Junior College, Orange City, Ia.; State Teachers College, St. Cloud, 1950—
- LUCILLE S. MAIER**.....**Reading Center**  
B. S., University of Minnesota; M. S., University of Wisconsin, Madison, Wis.; Graduate Student, University of Colorado, Boulder, Colo.  
Teacher, Elementary and Secondary Schools of Wisconsin; Instructor, Normal School, Reedsburg, Wis., Iowa State Teachers College, Cedar Falls, Ia.; State Teachers College, St. Cloud, 1949—
- MAMIE R. MARTIN**.....**Librarian**  
B. A., Ohio Wesleyan University; Certificate, New York State Library School; M. S., School of Library Service, Columbia University.  
Teacher, High School, Alma, Wis.; Librarian, Emerson High School Branch, Gary, Ind.; Cataloger, Public Library, Aurora, Ind.; Librarian, Public Library, Clinton, Ind.; State Teachers College, St. Cloud, 1922—
- LORENE MARVEL**.....**Music**  
B. A., Morningside College, Sioux City, Iowa; B. M., M. Mus., MacPhail's School of Music, Minneapolis, Minn.; Advanced Summer Work, Christiansen Choral School, Chambersburg, Pa., and Vassar, Poughkeepsie, N. Y.; Harp Study from Loretta Delone, Omaha, Neb., Henry Williams, Minneapolis, Minn., and Mary Reeder, Tallahassee, Fla.; Graduate Student, Dale Carnegie Course, New York; University of Colorado, Boulder, Colo.; Graduate Study, Florida State University, Tallahassee, Fla.  
Teacher and Supervisor, Stanhope, Pocahontas, Carroll, Webster City, Ia., Southeastern Louisiana State College, Hammond, La., Mary Hardin Baylor College, Belton, Texas; State Teachers College, St. Cloud, Minn. 1945—
- EVA P. McKEE**.....**Physical Education**  
B. A., Iowa State Teachers College; M. A., Columbia University; Graduate Student, University of Wisconsin, State University of Iowa.  
Teacher in Secondary Schools of Iowa; Supervisor of Physical Education, Elementary Schools, Iowa; Instructor in Physical Education, State Teachers College, Pittsburg, Kan., Northern Illinois State Teachers College, DeKalb; State Teachers College, St. Cloud, 1947—
- RICHARD J. MEINZ**.....**Supervisor in Junior High Grades**  
B. E., State Teachers College, St. Cloud; M. A., University of Minnesota.  
Teacher in Junior and Senior High Schools, Minnesota, Hennepin County Schools; Army Medical Corps; State Teachers College, St. Cloud, 1946—
- FRED T. MENNINGA**.....**Supervisor**  
B. A., Central College, Pella, Ia.; Graduate Student, S. Dak. State College, Brookings, S. D.; M. A., University of South Dakota; Graduate Student, University of Minnesota.  
Teacher, Principal, Superintendent of Elementary and Secondary Schools in South Dakota; Lecturer in Education, Augustana College, Sioux Falls, S. D.; Principal, Senior High School, Winnebago and Princeton, Minn.; State Teachers College, St. Cloud, 1949—



## ST. CLOUD, MINNESOTA

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- LOREN W. MENTZER**.....**Biological Science**  
B. Ed., A. B., M. S., State Teachers College, Emporia, Kan.; Ph. D., University of Nebraska; Special Study, Field Station, University of Colorado.  
Teacher, Elementary and High Schools, Kansas; Medical Corps, U. S. Army; Biology Teacher, Emporia Teachers College; Instructor, University of Nebraska; State Teachers College, St. Cloud, 1949—
- RICHARD S. MITCHELL**.....**Audio-Visual Education**  
B. S., City College of New York; M. A., Columbia University Graduate Faculties; Ed. D., Teachers College, Columbia University.  
Teacher, Elementary Schools, Rome (N.Y.) Junior High School, Horace Mann-Lincoln School of Columbia University; Instructor, Teachers College, Columbia University; Editorial and Film Production Work for Encyclopedia Britannica Films and others; Professor of English and Education, Eastern Montana College of Education; State Teachers College, St. Cloud, 1949—
- MARJORIE J. MORSE**.....**Geography**  
B. A., M. A., Ph. D., University of Wisconsin.  
Teacher, High Schools in Wisconsin, Stevens Point, Sheboygan North, Madison West, University High School, Madison, Wis.; Instructor, University of Wisconsin Extension Division, University of Wyoming, Michigan State College, Summer Sessions; State Teachers College, St. Cloud, 1951—
- RUTH MOSCRIP**.....**Supervisor in Intermediate Grades**  
B. A., University of Iowa; M. A., University of Iowa; Student, University of Chicago.  
Instructor, Elementary Schools, Marshalltown, Ia.; Demonstration Work, University Elementary School, University of Iowa; State Teachers College, St. Cloud, 1930—
- SUE H. MOSS**.....**Children's Librarian**  
A. B., in Ed., University of South Carolina, Columbia, S. C.; B. S., L. S., George Peabody College for Teachers, Nashville, Tenn.; Graduate Study, University of South Carolina.  
Teacher, Public Schools, Columbia S. C.; Instructor and Librarian of the School of Education, University of South Carolina; Chief Librarian, Veterans Administration Hospital, Outwood, Ky.; Teacher, Thomasville High School, Thomasville, Ga.; Librarian and Associate Professor, Oglethorpe University, Ga.; Librarian, Technical High School, St. Cloud; State Teachers College, St. Cloud, 1953—
- EDWIN A. NASH**.....**Business**  
B. A., State Teachers College, Cedar Falls, Ia.; M. A., State University of Iowa; Graduate Student, University of Iowa and University of Minnesota.  
Teacher in High Schools, Renwick, Grundy Center, Ia.; Principal and Instructor, Moline Institute of Commerce, Moline, Ill.; Major, A. F. Res.; State Teachers College, St. Cloud, 1947—
- FRANCES NEALE**.....**Supervisor in Kindergarten**  
B. S., State Teachers College, Kirksville, Mo.; M. A., University of Missouri; Graduate Student, University of Chicago, Teachers College, Columbia University, George Peabody College for Teachers.  
Teacher in Rural and Elementary Schools, Missouri; Kindergarten Critic Teacher, State Teachers College, Kirksville, Mo.; Teacher, Hammond, Ind.; State Teachers College, St. Cloud, 1931—

## STATE TEACHERS COLLEGE

- ARTHUR FREDRICK NELSON**.....**Chemistry**  
 B. A., St. Olaf College; M. S., Ph. D., University of Iowa.  
 Instructor, St. Olaf College; Assistant Professor, Dana College, Blair, Nebr.;  
 Research Assistant, Harvard University; Assistant Professor, American  
 International College, Springfield, Mass.; Assistant Chief Chemist, Lever  
 Brothers Company, Cambridge, Mass.; Research Engineer, Bendix Aviation  
 Corporation, Scintilla Magneto Division, Sidney, N. Y.; Professor of  
 Chemistry, Hartwick College, Oneonta, N. Y.; State Teachers College,  
 St. Cloud, 1947—
- GRACE S. NUGENT**.....**Supervisor in Intermediate Grades**  
 Graduate, Bemidji State Teachers College; B. S., M. A., University of Iowa;  
 Student, McGill University, Montreal, Can.; Graduate Student, University  
 of Texas; University of Chicago.  
 Teacher in Rural Schools of Minnesota, Junior High School, Bemidji, Minn.;  
 Elementary School Principal, Iowa City, Ia.; Supervisor of Elementary  
 School for Crippled Children, University Hospital, Iowa City, Ia.; State  
 Teachers College, St. Cloud, 1931-1944, 1945—
- WILLIAM NUNN**.....**Psychology**  
 B. S., M. S., North Texas State College, Denton, Texas; Graduate Student,  
 College of Education, Greeley, Colo.  
 Teacher Ball High School, Galveston, Tex.; Supervisor and Instructor, North  
 Texas State College, Colorado State College of Education; Director of  
 Curriculum, Plainview Public Schools, Wichita, Kan.; State Teachers Col-  
 lege, St. Cloud, 1954—
- MAX L. PARTCH**.....**Biology**  
 B. S., University of Minnesota; Ph. D., University of Wisconsin.  
 Weather Service, Army Air Corps, Sgt.; Assistant Botanist, University of Wis-  
 consin; Arboretum Botanist, University of Wisconsin; State Teachers College,  
 St. Cloud, 1949—
- RAYMOND H. PEDERSEN**.....**Speech**  
 B. A., Iowa State Teachers College, Cedar Falls, Ia.; M. A., University of  
 Michigan; Graduate Student, University of Michigan.  
 English and Speech, Instructor and Supervisor, Elementary and Secondary  
 Schools, Iowa; Lieutenant, U. S., Army; Technical Theatre Director, Radio  
 Workshop Director, Oklahoma College for Women, Chickasha, Okla.;  
 State Teachers College, St. Cloud, 1947—
- PAULINE PENNING**.....**Art**  
 Student, Northern State Normal School, DeKalb, Ill.; Graduate, Academy of  
 Fine Arts, Chicago; Ph. B., University of Chicago; M. A., Columbia Uni-  
 versity; Student, Academie Royale des Beaux Arts, Bruxelles, Belgium.  
 Teacher in Rural and Elementary Schools, Illinois; Supervisor of Art, South  
 Bend and Bloomington, Ind., and Wilkesburg, Pa.; State Teachers College,  
 St. Cloud, 1927—
- FLOYDE E. PERKINS**.....**Geography**  
 Graduate, State Teachers College, Winona, Minn.; Student, University of  
 Chicago; B. A., M. A., University of Minnesota.  
 Rural School Teacher, Grade and High School Principal, Superintendent of  
 Schools; State Teachers College, St. Cloud, 1939—

## ST. CLOUD, MINNESOTA

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- DORA C. PERRY**.....**History**  
B. A., Cornell College, Mt. Vernon, Ia.; M. S., Cornell University, Ithaca, N. Y.; Graduate Student, University of Minnesota, University of Iowa.  
Teacher in Rural Schools and High Schools; Supervisor, State Teachers College, Moorhead, Minn.; State Teachers College, St. Cloud, 1925—
- FLOYD PERRY**.....**Supervisor**  
B. S., Eastern Oregon College of Education, LaGrande, Ore.; M. A., Central Washington College of Education, Ellensburg, Wash.; Ed. D., Colorado State College of Education, Greeley, Colo.  
Teacher, Elementary School Principal, Washington and Oregon; Supervisor of Student Teaching and Instructor, Eastern New Mexico University, Portales, N. Mex.; State Teachers College, St. Cloud, 1953—
- MARY LOUISE PETERSEN**.....**Supervisor in Intermediate Grades**  
Graduate, St. Cloud State Teachers College; B. S., University of Minnesota; B. S., University of Oregon; Graduate Study, University of Minnesota.  
Teacher, Rural Schools, Ramsey County, Minn.; Grade Teacher, St. Paul Schools; Supervisor, Moorhead State Teachers College; State Teachers College, St. Cloud, 1949-1951—
- LARS P. PETERSON**.....**Psychology**  
B. A., M. A., University of Wyoming; Graduate School, University of Wyoming.  
Acting Director, Testing Service, University of Wyoming; School Psychologist, Director of Special classes, Casper, Wyo.; Counselor and Assistant Supervisor in charge of Veterans Relations, Division of Student Personnel, University of Wyoming; State Teachers College, St. Cloud, 1953—
- PERRY G. RAWLAND**.....**Industrial Arts**  
Graduate, State Teachers College, Charleston, Ill.; B. A., State University of Iowa.; M. A., Ohio State University; Student, Teachers College, Columbia University, and New York School of Interior Decoration; Graduate Student, University of Minnesota.  
Instructor and Coach, Junior and Senior High Schools of Iowa City, Ia.; Instructor, Avery Coonley School, Downers Grove, Ill.; Superintendent of Schools, Orland Park, Chicago; State Teachers College, St. Cloud, 1942—
- RONALD G. RIGGS**.....**Social Studies**  
B. S., State Teachers College, St. Cloud, Minn.; B. A., M. Ed., University of Minnesota; Ed. D., University of North Dakota.  
Salesman, Fritz-Cross Co., St. Cloud, Minn.; Salesman and Band Organizer, Frank Holton and Co., Elkhorn, Wis.; Teacher, Farmington and Thief River Falls, Minn.; State Teachers College, St. Cloud, 1939—
- LAURA J. ROEHNING**.....**Reference Librarian**  
B. A., State Teachers College, Winona, Minn.; B. L. S., University of Wisconsin.  
Reference Librarian, MacMurray College, Jacksonville, Ill.; State Teachers College, St. Cloud, 1950—
- STANLEY D. SAHLSTROM**.....**Assistant to President**  
B. S., M. S., University of Minnesota; Graduate Student, University of Minnesota.  
Teacher, Marietta and Milaca; Army Service 1943-1947, Captain in the Reserve; State Teachers College, St. Cloud, 1954—

## STATE TEACHERS COLLEGE

- MARY C. SCHARF**.....**Dean of Women**  
 B. S., M. A., University of Minnesota; Graduate Student, University of Minnesota.  
 Teacher and Principal of Elementary and Junior High Schools, North Dakota; Teacher and Guidance Director in High Schools in Minnesota; Instructor, Minnesota School of Business, Minneapolis, Minn.; State Teachers College, St. Cloud, 1949—
- ONA M. SCHEIDLER**.....**Business Education**  
 Duluth Junior College; College of St. Scholastica, Duluth Minn., B. S., University of Minnesota; Student, University of Utah, Salt Lake City, Utah, University of Minnesota Duluth Branch; M. A., University of Minnesota.  
 Teacher, Northwest School and Experiment Station, Crookston, Minn.; Barnum High School; South High School, Salt Lake City, Utah; Konawaena High School, Kealahakua, Hawaii, Schofield Barracks Post High School, Oahu; High School, Morris, Minn., Woodland, Calif., American High School Yokohama, Japan; State Teachers College, St. Cloud, 1954—
- A. H. SCHELSKE**.....**Principal, Laboratory School**  
 A. A., Rochester Junior College, Rochester, Minnesota; B. S., State Teachers College, Mankato, Minn.; M. A., Teachers College, Columbia University; Graduate Student, Teachers College, Columbia University.  
 Flight and Ground School Instructor, Naval Aviation Cadets; Supervisor of Elementary Grades, Laboratory School, Southern Idaho College of Education, Albion, Ida.; Assistant Director of Campus Schools, Southern Idaho College of Education; State Teachers College, St. Cloud, 1952—
- MYRTLE W. SCHLUETER**.....**Supervisor in Primary Grades**  
 B. S., State Teachers College, St. Cloud, Minn.  
 Teacher, Rural Benton County, Minnesota; Elementary Schools, Sauk Rapids, St. Cloud, and Brainard, Minn.; Sp. (T) 1/c, USNR (Wr); State Teachers College, St. Cloud, 1952—
- AGNES MARIE SERUM**.....**English**  
 B. S., University of Minnesota; M. A., University of South Dakota.  
 Teacher, High School, Gettysburg, S. D., University of South Dakota; State Teachers College, St. Cloud, 1947—
- GEORGE J. SKEWES**.....**Education and Science**  
 B. A., Lawrence College, Appleton, Wis.; M. A., Ph. D., University of Wisconsin.  
 Teacher, Norway, Mich., Jefferson, Wis., Wisconsin High School, Madison, Wis.; State Teachers College, Mayville, N. D.; State Teachers College, St. Cloud, 1942—
- FRANK B. SLOBETZ**.....**Education and Psychology**  
 B. S., Kansas State Teachers College, Pittsburg, Kan.; A. M., D. Ed., University of Missouri.  
 Teacher, Principal, and Superintendent, Elementary and Secondary Schools, Missouri; Instructor, Educational Psychology, University of Missouri; State Teachers College, St. Cloud, 1949—
- EUNICE H. SMITH**.....**English**  
 A. B., University of Minnesota; M. A., Teachers College, Columbia University.  
 Teacher, St. Cloud Technical High School, Duluth Central; Montclair State Teachers College, Montclair, N. J.; State Teachers College, St. Cloud, 1946—

## ST. CLOUD, MINNESOTA

- LEWIS C. SMITH, JR.**.....**English**  
 B. A., M. A., Colorado State College of Education, Greeley, Colo.; Ph. D., State University of Iowa; Graduate Student, University of Denver.  
 Teacher, Eaton and Brush, Colo., Boise, Ida.; U. S. Army Program for Illiterate Soldiers; Special Service Officer, U. S. Army; Graduate Assistant, State University of Iowa; State Teachers College, St. Cloud, 1949-1951; U. S. Army Assistant Operations Officer, Ordinance School; State Teachers College, St. Cloud, 1952—
- LELA STANLEY**.....**Supervisor in Primary Grades**  
 B. A., Iowa State Teachers College; M. A., Columbia University.  
 Teacher, Elementary Schools, Iowa and South Dakota; Principal, Elementary School, Aberdeen; Supervisor, Primary Grades, Instructor of Primary Methods, Northern State Teachers College, Aberdeen, S. D.; State Teachers College, St. Cloud, 1926—
- ROBERT STEVENSON**.....**Supervisor**  
 B. S., New York State Teachers College, Oneonta, N. Y.; M. A., Teachers College, Columbia University.  
 Teacher in public school of Roslyn Heights, N. Y.; State Teachers College, St. Cloud, 1953—
- WILLIAM S. STONEY**.....**Music**  
 B. Mus., Birmingham Conservatory of Music; B. Mus., Yale University School of Music; M. A., Harvard University; M. A., State University of Iowa; Ph. D., State University of Iowa; Theory and Composition with Quincy Porter, Walter Piston, Randall Thompson, and Phillip Greeley Clapp. Piano study with Dorsey Whittington and Ellsworth Grumman.  
 Instructor in piano and music theory, Danfelter School of Music, Albuquerque, N. Mex.; Assistant Professor of Music, State Teachers College, Bemidji, Minn.; State Teachers College, St. Cloud, 1953—
- JOHN E. TALBOT**.....**Professional Laboratory Experiences**  
 B. A., Nebraska Wesleyan University; M. A., Teachers College, Columbia University; Graduate Student, University of Nebraska, University of Chicago, and Columbia University.  
 Teacher, Rural Schools, Grade and High Schools and Superintendent of Schools, Nebraska; Assistant Superintendent of United States Government Schools, Canal Zone, Panama; Director of Training Department, State Normal College, Bowling Green, O.; Professor of Education, Summer Session, Ohio State University; State Teachers College, St. Cloud, 1921—
- ROLAND A. VANDELL**.....**Mathematics**  
 B. E., State Teachers College, St. Cloud; M. A., University of Colorado, Boulder, Colo.; Ed. D., University of North Dakota, Grand Forks, N. Dak.  
 Teacher and Superintendent of Public Schools, Minnesota; State Teachers College, St. Cloud, 1943—
- M. EUGENE VAN NOSTRAND**.....**Psychology**  
 B. A., University of Rochester; B. D., Colgate-Rochester Divinity School, Rochester, N. Y.; Ph. D., Boston University, Boston, Mass.  
 Clinical Training, Monroe County State Hospital, Rochester, N. Y.; Massachusetts General Hospital, Boston City Hospital, Boston Mass.; Chaplain, U. S. Army; Professor, Psychology, Shurtleff College, Alton, Ill.; State Teachers College, St. Cloud, 1949—



## STATE TEACHERS COLLEGE

### **HARVEY R. WAUGH**.....**Music**

B. A., Grinnell College, Ia.; M. A., University of Iowa; Studied Violin under Leon Samatini, Chicago Musical College, and Leopold Auer; Student, Columbia University.

Violin Instructor, Grinnell College, Ia.; Instructor in Violin and Theory, Dickenson Junior College, Williamsport, Pa.; Violin Instructor, Summer Session, Grinnell College, Ia.; Assistant Professor of Violin and Ensemble, Iowa State Teachers College; State Teachers College, St. Cloud, 1933-1942; Sp. 1.c. USNR; State Teachers College, St. Cloud, 1946—

### **JOHN J. WEISMANN**.....**Dean of Men**

Graduate, State Teachers College, St. Cloud; B. A., St. Thomas College; M.S., University of Southern California; Graduate Student, University of Minnesota.

Instructor, Industrial Arts, Appleton, Minn.; Assistant in Drafting, St. Thomas College; Instructor, Industrial Arts, High School, Iowa City; State Teachers College, St. Cloud, 1927—

### **AUDRA E. WHITFORD**.....**Business Education**

Student, Lawrence College, Appleton, Wis.; B. S., University of Wisconsin; M. A., University of Iowa; Graduate Student, Northwestern University, Columbia University, N. Y.

Secretary, Botany Department, Iowa State College; Teacher, High Schools, Iowa; Principal, Baxter, Ia.; Instructor, University High School, Iowa City; State Teachers College, St. Cloud, 1943—

### **\*ROBERT H. WICK**.....**Speech**

B. A., Iowa State Teachers College; M. A., University of Southern California; College of Law, University of Iowa; Graduate Student, University of Iowa.

Principal and Teacher of Speech, Andrew, Ia.; Head of Department of Speech, Newton, Ia.; Captain, U. S. Army; State Teachers College, St. Cloud, 1948—

### **H. BEATRICE WILLIAMS**.....**Rural Supervisor**

Student, Iowa State Teachers College; B. A., Penn. College, Ia.; M. A., State University of Iowa; Graduate Student, University of Minnesota and University of Chicago.

Teacher in Rural and Elementary Schools, Iowa; Normal Training Supervisor and Principal of High School, Iowa; State Teachers College, St. Cloud, 1926—

### **\*VIRGINIA G. WILLIAMS**.....**Business Education**

B. S., Oklahoma College for Women; Gregg College; M. A., Denver University.

High School Instructor in Alden, Appleton, Wells, and St. Cloud, Minot State Teachers College; State Teachers College, St. Cloud, 1952—

### **DONALD G. WILLIAMSON**.....**Speech, Psycho-Educational Clinic**

B. A., M. A., Wayne University, Detroit, Mich.

Hearing Consultant, Michigan Department of Health; Speech correction staff of South Carolina Crippled Children's Society; Director of the Junior League Speech Correction School, Spartanburg, S. C., State Teachers College, St. Cloud, 1954—

### **ARTHUR WORMHOUDT**.....**English**

B. A., University of Iowa; M. A., Harvard University; Ph. D., University of Iowa; Student, Columbia University.

Instructor, University of Iowa, Central College, Ia., Queens College, New York; U. S. Army; State Teachers College, St. Cloud, 1949—



## ST. CLOUD, MINNESOTA

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### ISRAEL WORONOFF.....Psychology

A. B., A. M., Ph. D., University of Michigan

Lecturer, University of Michigan; Instructor, Flint Junior College, Flint, Michigan; Research Assistant in Adolescent Development, University of Michigan; Research Assistant, Michigan Mental Health Department; State Teachers College, St. Cloud, 1954—

### J. W. YATES.....Psychology

A. B., B. S., University of Missouri; M. Ed., University of Missouri; Ed. D. University of Missouri.

Assistant Professor of Education, University of Missouri; Counselor, University of Missouri; State Teachers College, St. Cloud, 1953—

### PHILIP G. YOUNGNER.....Physics

B. S., St. Cloud State Teachers College; M. S., University of Wisconsin; Graduate Student, University of Wisconsin.

Teacher, Rural Schools, Minnesota; Instructor, Racine Extension, University of Wisconsin; State Teachers College, St. Cloud, 1949—

### ROBERT G. ZUMWINKLE.....Director Student Personnel

B. A., Ph. D., University of Minnesota.

Lt. (j.g.), USNR; Student Activities Adviser, Research Assistant, Teaching Assistant, Senior Counselor, University of Minnesota; Director of Student Affairs for Men, University of Missouri; State Teachers College, St. Cloud, 1953—

\*Denotes Leave of Absence.

## STATE TEACHERS COLLEGE

### SECRETARIAL STAFF

Muriel Anderson.....	Typist
Dorothy Bredeck.....	Secretary, Health Service
Ruth Gehm.....	Office Assistant, Registrar
Mabel Hinkemeyer.....	Secretary, Prof. Ed., Graduate Studies, Special Services
Amelia Hockert.....	Secretary to Librarians
Mrs. Winifred Huffman.....	Secretary, Dean of Men, Director of Student Personnel
Evelyn Jacobs.....	Library Assistant
Lorna Jenkins.....	Secretary to Principal, Riverview
Odelia Kolb.....	Secretary to President
Rena Kuklok.....	Secretary to Dean of Academic Administration
Nellie Larson.....	Library Assistant
Helen Leisen.....	Secretary to Registrar
Kathleen Muntifering.....	Switchboard Operator
Mrs. Jewell Paulson.....	Secretary to Director of Placement
Mrs. Mae Pluth.....	Library Assistant
Joyce Pusc.....	Secretary, Psycho-Educational Clinic
Mrs. Coral Turbett.....	Secretary to Dean of Women
Joan Weling.....	Secretary to Faculty
Mrs. Georgia Willcox.....	Typist
Teresa Wingen.....	Secretary, Business Office

### PLANT MAINTENANCE STAFF

Walter Andrews.....	Custodian
Arnold Aubol.....	Building Foreman
Ingard Bailey.....	Custodian
John Bartosiewski.....	Custodian
Bert Baumgartner.....	Head Custodian
Joseph Braun.....	Heating Engineer
Joe Gill.....	Custodian
Fred Harrington.....	Custodian
Edwin Heying.....	Plumber
Reuben Hopfner.....	General Repair Man
George Isaacson.....	Custodian
Robert Isdahl.....	Heating Engineer
Helmer Johnson.....	Custodian
Robert Justin.....	Heating Engineer
Frank Krey.....	General Repair Man
James McNeal.....	Chief Heating Engineer
Lester Mocros.....	Custodian
Floyd Panno.....	Plant Maintenance
Julia Rogosheski.....	Custodian
Roscoe Sartell.....	Custodian
John Stark.....	Custodian
Charles Steinwarth.....	Custodian

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## PICTURE CREDITS

Stewart Hall.....	Myron Hall, St. Cloud Times
Kiehle Library.....	Myron Hall, St. Cloud Times
Chemistry Laboratory.....	Benjamin Friedrich, College Chronicle
Audio-Visual Center.....	Myron Hall, St. Cloud Times
Student Teaching.....	Benjamin Friedrich, College Chronicle
Social Life.....	Clair Haberman, College Chronicle
Summer Camp.....	Powell Krueger, Minneapolis Tribune
Varsity Basketball.....	Benjamin Friedrich, College Chronicle

## ADDENDA

A charge of \$3 will be levied against each student who pays class fees later than the first day of classes for each quarter as designated in the college calendar.



The cost of board and room per quarter in college residence halls is \$155. In the description of this expense on page 25, the phrase "for 12 weeks" is irrelevant and will be eliminated in future catalogs.



